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ABSTRACT

A staff exchange project designed to provide for an exchange of vocational education teachers and administrators with supervisors and technicians from business and industry is presented in this handbook. A step-by-step plan, for use at State, regional, and local levels, is given for initiating, planning, and implementing an exchange project. Six chapters are presented which parallel the various stages of the project: (1) Rationale and Objectives of Staff Exchange Projects, (2) Initiating and Staffing the Project, (3) The Planning Phase (including a month-by-month breakdown of planning tasks and activities), (4) The Operational Phase, (5) Workshops (pre-exchange and post-exchange), and (6) Evaluation Plans. Approximately one-fourth of the manual is comprised of an appendix which includes planning and operational phase PERT charts, three operating models (with task and activity lists), and a complete project evaluation plan. (BL)

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SECOND YEAR MANUAL FOR THE KENTUCKY APPALACHIA VOCATIONAL STAFF EXCHANGE PROJECT

Prepared by

Edward G. Thomas, October 1975

Revised by

Patrick E. White, October 1976

The Staff Exchange Project was conducted by
the Bureau of Vocational Education, Kentucky
Department of Education. Patrick White
served as Project Director

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PREFACE

Coming together is a Beginning.
Keeping together is Progress.
Working together is Success.

These words, found on the wall of a small restaurant in Frankfort, Kentucky, became the keynote of the Kentucky Appalachia Vocational Staff Exchange Project. The project was devoted to causing vocational educators and business and industry personnel to come together. The project was able to accomplish this and so a Beginning was made. Keeping the parties together is the next challenge and if it is done, Progress will have been made. The final step, Working together, is the ultimate challenge. The success of a special project such as this can only be measured in terms of the lasting impact it has on the educational process. If a continuous liaison between vocational education and the business and industrial community of Kentucky is achieved, then all parties will then be working together for Success.

This is not just the challenge for some people in one state. It is the challenge which must be met by all vocational educators, businessmen, and industrial leaders across the nation. Therefore, this Handbook has been developed to serve as a stimulus and guide for the development of similar programs inside and outside of Kentucky. It is the sincere wish of the persons involved in the project that the types of experiences they engaged in can be made available to everyone who wants to provide better programs of vocational preparation to our present and future students.

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CHAPTER 1

RATIONALE AND OBJECTIVES OF STAFF EXCHANGE PROJECTS

The business and industrial world is one where change is rapid. The pressure of competition, the impact of economic conditions, and the ever increasing introductions of technological advances all contribute to the rate of change. Businesses and industrial firms have to keep up-to-date or suffer the consequences.

Education has been criticized often for failing to keep abreast of conditions in the "real" world. Vocational education, in particular, has received its share of this criticism--often unjustly but, sometimes, for good reasons. Vocational teachers and administrators recognize the need to keep pace with the changes. The problem has always been: "How do we do so with our limited resources?"

The business and industrial sector is concerned with the recruitment, selection, employment, and training of qualified workers. As employers of the graduates of vocational programs, business and industrial leaders face the problem of keeping up-to-date with the changing nature of the educational setting. If they are to really understand and relate to the students who are products of vocational programs, they must know something about the curricula, facilities and equipment, and teaching methodology being utilized in the schools. The concern of those in business and industry has been: "How do we learn about the vocational programs? We have a business to run."

The two situations outlined are really two sides of the same coin--

communications. What is needed is a means of improving communications between the educational world and the work world. An effective communications system would provide access to the business and industrial setting for vocational teachers. It would also allow business and industrial representatives to have access to educational settings. Such an arrangement would provide all parties with the opportunity to observe current practices and have an input to decisions which are intended to improve conditions in the future.

THE STAFF EXCHANGE PROJECT

One means of solving the problems outlined is through the operation of a Staff Exchange Project. Such a program allows vocational teachers and administrators to gain short-term, up-to-date work experiences. Business and industrial leaders observe the educational process and learn about vocational curricula and instructional procedures. A communications link is forged which becomes the basis of continuing cooperation between representatives of both sectors.

Vocational personnel benefit in that they are given the opportunity to update their specialized skills and knowledge. They can incorporate their experiences into the curriculum and make their program more responsive to the needs of students as well as the business and industrial segment of the community.

Business and industrial personnel benefit in that they can gain insight into the educational process which produces potential employees for their firms. They can have an input into the educational system through suggestions concerning curricular content, use of facilities and equipment, and instructional strategies. In addition, they may be able to incorporate current educational practices in their own training programs for upgrading or retraining workers.

Vocational students benefit from the exchange program. The curriculum is more relevant to the existing conditions in the business and industrial world. The teacher has, and can teach, more up-to-date skills, knowledges, and attitudes. The potential employer understands the educational setting and can more easily relate to the student in an employment situation.

Society as a whole benefits. The vocational education programs become more effective and efficient in producing graduates who are qualified for entry-level and higher positions. Inservice training costs go down since new employees come in with higher skill and knowledge levels. These cost savings are passed along to consumers through price reductions or, at least, through smaller price increases. And, since well-trained workers may tend to experience more satisfaction in their jobs, society benefits again.

Objectives of a Staff Exchange Project

A Staff Exchange Project is designed to provide for an exchange of vocational education teachers and administrators with supervisors and technicians from the business and industrial settings where vocational students are being employed.

General goals and more specific objectives for vocational teachers, vocational administrators, and business and industrial leaders are outlined below.

Vocational Teachers

Vocational teachers will develop new vocational skills and techniques relative to the occupational areas for which they are preparing students. Furthermore, they will gain an understanding of the socio-economic environments surrounding selected employment opportunities.

Specific Objectives: At the conclusion of the project, the participating vocational education teachers will be able to:

a. revise their vocational education curricula so that they will reflect current practices in business and industry;

b. perform new skills and techniques at a level expected of the top fifty percent of the related business and industry employees;

c. describe in written form, a comprehensive and systematic plan for initiating and maintaining a working relationship with representatives of business and industry including provisions for:

    1. liaison management structure,

    2. placement for experience programs,

    3. placement for employment, and

    4. advisory committees;

d. describe in written form, the socio-economic environment surrounding a given employment opportunity and be able to develop an educational program designed to assist students to adapt to cultural settings similar to ones they are likely to encounter after placement on the job.

Vocational Administrators

Vocational administrators will work with management personnel to learn accepted management practices. They will also develop plans for establishing and maintaining continuous liaison with business and industry.

Specific Objectives: At the conclusion of the project, the vocational administrators will be able to:

a. implement appropriate management practices in the school system;

b. identify skills which are out-of-date that are being taught in classrooms and shops;

c. plan, initiate, and implement a personnel development program for teachers which will enable the teachers to revise, reorient, and otherwise change their programs to meet the needs of business and industry; and

d. describe in written form, a process for providing a continuous liaison between the vocational school and business and industry including provisions for:

1. advisory committees
2. cooperative work experience, and
3. student placement.

Business and Industry Representatives

Representatives of business and industry will observe vocational programs in operation and will work with vocational educators in designing more effective educational experiences.

Specific objectives: At the conclusion of the project, the representatives of business and industry will be able to:

a. identify ways that business and industry can assist the educational agencies to provide relevant occupational education, and

b. identify and put into practice accepted strategies of teaching/learning.

Purpose of This Handbook

There are many ways to organize and conduct a Staff Exchange Project. In fact, there are approximately as many ways to operate such a project as there are persons interested in doing so. However, many activities would necessarily amount to "rediscovering the wheel." Others have operated such programs and you can benefit from their experiences.

This handbook presents a step-by-step plan for initiating, planning, and implementing a Staff Exchange Project. It is designed for use at the state, regional, and local levels. It is based on experiences gained from the planning and operation of the Appalachia Vocational Staff Exchange Program. The reader needs only to adapt the suggested guidelines to his special set of circumstances.

Organization of This Handbook

The Staff Exchange Project was divided into two phases: planning and operational. Consequently, the Handbook deals with these two phases separately.

Within each of the two phases, project activities may be classified into three categories: (1) those dealing with project management, (2) those dealing with publicity and information dissemination, and (3) those dealing with project evaluation. Consequently, within the description of each phase of the project, these activity categories are individually treated.

The prototype or model which is described calls for a six-month planning period and a six-month operational period. Evaluation activities take place throughout the year. The Handbook treats Staff Exchange Projects as one-year endeavors. Individual programs may vary according to several factors such as resources available, motivation and enthusiasm of participants, adequacy of planning, and results of evaluation efforts.

Each section of the Handbook contains figures or diagrams to help describe activities or show relationships. Where reference is made to materials which were developed, a copy of each product (document) is presented and details about its purpose and use accompany it.

Use of the Handbook

This Handbook presents one model for planning and operating a Staff Exchange Project. It was designed to be used by you. By following the detailed sequence of activities, the reader should be able to conduct a Staff Exchange Project with a minimum amount of difficulty. You are encouraged to make use of materials (charts, diagrams, news releases, and sample letters) contained in the Handbook. If a particular activity does not fit your situation, it may be omitted or some appropriate activity may be substituted.

Organization of this Handbook

This Handbook is organized into chapters which parallel the various stages of the project. In some instances, the experiences encountered in the conduct of the project are described. In other instances, directions for conducting a similar project are offered in what is hoped is a helpful manner.

Chapter 1 of the Handbook is a discussion of the rationale for engaging in an exchange program for vocational educators and business and industry personnel. Also presented in Chapter 1 are the objectives of the Kentucky Appalachia Staff Exchange Project.

Chapter 2 presents a description of the activities necessary to initiate a staff exchange project. Also included are guidelines for the staffing of the project and a consideration of staff relationships, both internally and externally. Suggestions for organizing and using a project advisory committee also appear in Chapter 3.

Chapter 3 describes the activities which comprise the planning phase of a staff exchange project. Included is a month-by-month breakdown of planning tasks and activities.

Chapter 4 is devoted to a description of operating phase activities. Selected activities are discussed in detail and criteria for selecting participants and exchange sites are outlined.

Chapter 5 presents details concerning pre-exchange and post-exchange workshop activities. Proposed topics and sample agendas for such meetings are included.

Chapter 6 is a summary of evaluation activities associated with the project. Both the internal and external evaluation systems are discussed.

CHAPTER 2

INITIATING AND STAFFING THE PROJECT

As with all endeavors requiring planning and coordination, success in a Staff Exchange Project depends, to a great degree, on the support and involvement of dedicated professionals within the organization. At the state level, the project must be understood by the top-level administrators. Regional staff personnel must be involved at the regional level. Likewise, such a program operated at the local level must be supported by the top-level personnel.

No less important is the support and involvement of persons in intermediate and lower level positions who are going to be affected by the activity. Failure to generate enthusiasm and committed support for the project may doom it before it gets started.

How does one initiate a Staff Exchange Project? First begin by laying some groundwork. Study the concept of Staff Exchange--know the need, the purpose, and the expected outcome. Then plan the activities for getting the needed support. Make sure that appropriate administrators at all levels of the organization are given an orientation. If funding is requested (either internally or externally), letters of support or commitment must be obtained from responsible individuals. Keep everyone informed of the status of the project by using appropriate communication channels.

The most effective means of organizing the project initiation activities is to develop a written proposal describing: (1) the problem to be solved, (including the background), (2) the approach to be used (staff exchange)

(3) objectives of the project; (4) details about the implementation of the approach, and (5) amount of resources needed. Included in the proposal should be an organizational chart showing how the project relates to existing programs--who is in charge of the project, who he reports to, who reports to him, etc.

Personnel Needed

A Staff Exchange Project must be adequately staffed if all project activities are to be efficiently planned, implemented, and monitored. During the initial year of operation it is suggested that, at a minimum, there should be a Project Director and an Assistant Project Director. During the second year of operation eight regional project directors were selected and used in an effort to obtain local support and involvement.

The principal role of the project staff and regional project director is to attain the objectives of the project. The following is a brief summary of the duties of the project director and regional project directors:

*1. Clarify and further delineate in performance terms the objectives of the project.

2. Acquaint the general public with the project.

3. Orient educators and the business and industrial community with the purposes and procedures of the project.

4. Survey the teachers and administrators of vocational-technical education to determine their interest in participating in the project.

5. Survey the business and industrial community to determine their interest in participating in the project.

*6. Establish and meet with a Project Advisory Committee.

7. Select exchange sites.

8. Develop and coordinate individual activities at the exchange site.

9. Coordinate all activities of project participants.

10. Select participants.

11. Place participants.

12. Visit participants at the exchange sites to help solve any problems they might have.

13. Evaluate participants through visitations and conference with employers and educators.

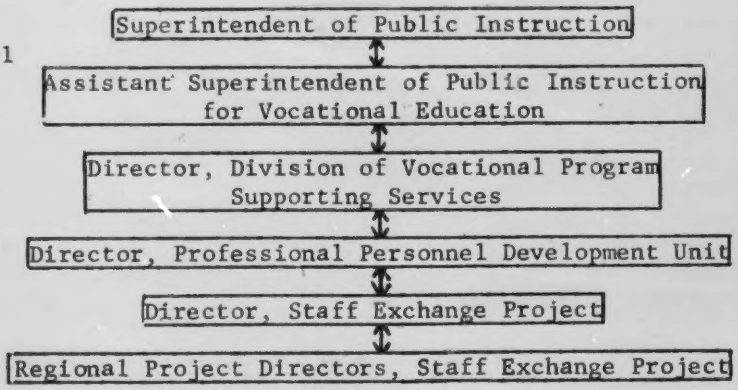
*14. Assist in evaluating the project by collecting data from participants, employees, and resource personnel.

(*Direct responsibility of project director.)

In terms of supporting personnel, the staff will need a full-time secretary. If at all possible, a junior staff member, such as a graduate assistant from a university should be employed. This is especially recommended during the latter stages of the planning phase and throughout the operational phase.

The Appalachia Vocational Staff Exchange Program was funded by the Appalachian Regional Commission and operated out of the Professional Personnel Development Unit of the Kentucky Bureau of Vocational Education. Figure 2-1 is a simplified organizational chart which shows the relationship of the project staff to the other elements of the organization. A similar chart should be developed for your Staff Exchange Project. At the state level, the chart will probably resemble Figure 2-1. For regional or local levels, the chart will vary depending on the particular type and structure of the organization. The organizational chart delineates the reporting and review channels within which the project operates.

Figure 2-1


Superintendent of Public Instruction
Assistant Superintendent of Public Instruction for Vocational Education
Director, Division of Vocational Program Supporting Services
Director, Professional Personnel Development Unit
Director, Staff Exchange Project
Regional Project Directors, Staff Exchange Project

Although the project is depicted on the chart as a part of a vertical organization, the project staff operated horizontally within the organization in order to involve and use the expertise of others outside the vertical channel.

If possible, the project staff should be housed in close proximity to the office of the person to which the project director reports. In any case, it is important that adequate communication procedures be agreed upon. In most instances this will call for the submission of periodic reports concerning project activities and the achievement of project objectives.

The Project Director should be knowledgeable concerning vocational education and the management of educational projects. At the state level, the Project Director should meet minimum qualifications for a position within the Department of Education. In most cases, the person would have at least a master's degree in an appropriate field and experience in personnel development programs. The Regional Project Directors should also be knowledgeable about vocational education and project management. The Appalachia Vocational Staff Exchange Project secured Regional Project Directors from each of the eight Appalachian regions by working out an arrangement with each Regional Vocational Director. Therefore, eliminating the Assistant Project Director as used in the first year of operation. This management change has made a significant improvement in participation, local support and involvement.

Other management changes include the use of four teacher educators from four state universities.

On the next page is a Memorandum of Agreement between the Bureau of Vocational Education and four state universities of Kentucky. The agreement outlines the arrangement in detail. It specifies: (1) length of the time, (2) responsibility of parties for paying salaries, benefits, and expenses, and (3) how the agreement can be revised or changed. The specific duties of the teacher educators which were agreed upon are as follows:

1. Prepare materials to conduct workshop for approved vocational educator applicants before applicant is placed on work site.
2. Conduct workshops for approved vocational applicants.
3. Attend Staff Exchange Advisory Committee meetings upon request.
4. Assist Regional Project Directors by evaluating and visiting work site.
5. Assist participants by providing necessary pre-service and in-service.
6. Provide assistance to teachers upon completion of work experience to include the following:
    1. Revision curricula based on their work experience.
    2. Relating to students the socio-economic surroundings of a particular employment opportunity.
    3. Developing a plan for a continuous liaison between the school and firm.

MEMORANDUM OF AGREEMENT

This joint agreement between the Department of Vocational Education, College of Education, University of Kentucky, and the Bureau of Vocational Education, Kentucky Department of Education, is entered into for the purpose of joint cooperation to improve vocational education in Kentucky. The two agencies as represented by the undersigned agree to the following:

1. Dr. Jack McElroy will devote full time to the Staff/Industry Exchange Project for the period of May 15, 1976 through August 15, 1976. The University of Kentucky will pay Dr. McElroy's salary, travel, and provide regular fringe benefits. For services rendered during stated period of time the Bureau of Vocational Education will reimburse Dr. McElroy $2,500 for salary for the above period and travel expenses not to exceed $1,000.

2. This agreement may be revised or changed by the mutual consent of the two parties involved.

4/2/76
Harold R. Binkley/ Date
Chairman
Department of Vocational Education

Carl F. Lamar 4/8/1976
Carl F. Lamar Date
Assistant Superintendent
for Vocational Education

PROJECT ADVISORY COMMITTEE

It is recommended that a Project Advisory Committee be formed during the planning phase of the project. The advisory committee serves in an advisory capacity for planning, implementing, conducting, and evaluating the project. More specifically, the advisory committee assists in:

1. Gaining the cooperation of businesses and industries for providing work experiences.
2. Encouraging representatives of business and industry to seek meaningful experiences in the vocational-technical education setting.
3. Serving as resource personnel and advisory consultants.
4. Reviewing detailed project plans.
5. Reviewing the internal and external evaluation plans.
6. Reviewing formative evaluation findings and making suggestions to the project staff for implementing and/or improving project operations.

The advisory committee members of the Appalachian Project were selected to represent the following areas:

1. Manufacturing
2. Construction
3. Agriculture and Natural Resources
4. Business and Office or Distribution and Marketing
5. Public Services
6. Home Economics and Consumer Related Areas
7. Health
8. Institutions of Higher Education with Program of Vocational Teacher Education.

The Advisory Committee consisted of thirteen members representing the outlined areas of concern. They were chosen by the Project Staff and recommended for appointment by the Assistant Superintendent of Public Instruction for Vocational Education through the Director of the Personnel Development Unit and the Director of the Division of Program Supporting Services.

The Advisory Committee this year has been very active and willing to provide assistance to the Project Staff and Regional Project Directors that required their time and expertise beyond the regular committee meetings. Their enthusiasm has been a factor in the tremendous support and interest this project has received.

The Advisory Committee met four times during the second year of the project. Ten members of the Advisory Committee attended the Dissemination and Evaluation Conference. The Project Staff prepared appropriate information for the committee to keep members informed of the status of the project. The members of the committee were encouraged to make suggestions and help in identifying strategies for building program support in the business and industrial community. Each Advisory Committee meeting was evaluated by the attendees with an evaluation form designed for the purpose. A copy of the evaluation form is on the next two pages. The results of the evaluation activity were incorporated in the planning of subsequent meetings. Minutes of the Advisory Committee meetings were developed and distributed to project personnel for future reference.

EVALUATION SHEET FOR
STAFF EXCHANGE ADVISORY COMMITTEE MEETING

January 30, 1975

The purpose of this evaluation sheet is to help the project directors to better plan future advisory committee meetings.

DIRECTIONS: Please read each statement and decide how you feel about it. You will agree with some statements and disagree with others. You are offered three possible answers to each statement. (CIRCLE APPROPRIATE NUMBER) The undecided answer should be circled only when you have no opinion. Please answer all statements.

NOTE: Feel free to make comments related to the statements listed below:

STATEMENTS	AGREE	UNDECIDED	DISAGREE
1. The purpose of the staff exchange program was explained clearly . . . . Comment	1	2	3
2. The objectives of the staff exchange program were explained clearly . . . . Comment	1	2	3
3. The project directors presented the information clearly and concisely. . . . . . . Comment	1	2	3
4. There was very little time for informal conversation relative to the staff exchange program . . . . Comment	1	2	3
5. I did not have an opportunity to express my ideas. . . . . Comment	1	2	3
6. I think that I can contribute to this committee . . . . Comment	1	2	3
7. My time was well spent. . . . . Comment	1	2	3
8. Too much time was devoted to trivial matters . . . . Comment	1	2	3

STATEMENTS	AGREE	UNDECIDED	DISAGREE
9. The meeting time was too long. . . . . . Comment ____________________ ____________________	1	2	3
10. I understand how the staff exchange program will operate along with my role as an advisory committee member. . . . . Comment ____________________ ____________________	1	2	3

Please list suggested topics that might be considered for the next advisory committee meeting:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

How do you feel that we can best use your expertise toward the success of the staff exchange project?

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Thank you for your interest and concern in helping us to plan and organize our next advisory committee meeting.

CHAPTER 3

THE PLANNING PHASE

The first six months of the project are devoted to planning the operational phase, establishing necessary relationships, and designing and contracting for the internal and external evaluations. There are three types of activities in the planning phase--project management, public relations and information dissemination, and project evaluation activities. The paradigm or model followed in the planning phase is contained in Appendix I. The major activities discussed in this chapter correspond directly to those activities shown in Appendix I.

It must be understood that activities related to project management, public relations, and project evaluation are interrelated. Some activities must follow other activities in an ordered sequence. Other activities are carried out concurrently and somewhat independently. The important point is that the project staff must be fully aware of the scope and sequence of activities and monitor them diligently.

The remainder of this chapter is a discussion of the three types of activities that take place during the planning phase. The discussion may be used as a detailed outline of the scope and sequence of planning activities. It may also be used in conjunction with the flowchart (Appendix I) as a type of activity description listing. The effort is to allow persons to fully understand the planning phase, with or without the use of the flowchart.

Overview of the Planning Phase

The objectives for the planning phase are:

At the conclusion of the six-month planning period:

a. cooperating businesses and industries will be identified,

b. participating teachers will be identified,

c. participating administrators will be identified,

d. cooperative arrangements will be completed,

e. the model/system will be developed for managing the total operation,

f. a staff exchange advisory committee will be operational, and

g. the staff exchange evaluation system will be developed.

The following (Figure 3-1) is a list of planning phase activities. Each activity is specified as being a Project Management (PM) activity, a Public Relations/Information Dissemination (PR) activity, and/or a Project Evaluation (PE) activity. The number indicates the location of the activity on the flowchart in Appendix I.

Figure 3-1

PLANNING PHASE ACTIVITIES

		PM	PR	PE
1.	Employ Project Director	X		
2.	Review Proposal	X		
3.	Define operational objectives (general)	X		
4.	Identify Major work Tasks	X		
5.	Describe Operation Objectives Specifically	X		
6.	Describe Information Evaluation System	X		
7.	Describe Duties of Consultant	X		
8.	Employ Consultants	X		
9.	Describe Duties of Assistant Director	X		
10.	Employ Assistant Director	X		
11.	Review literature and proposal for Model	X		
12.	Collect Information on Existing Vocational Structure and Conditions	X		

		PM	PR	PE
13.	Conceptualize the Model	X		
14.	Delineate Population Groups	X		
15.	Describe Model (General)	X		
16.	Describe Model (Specific)	X		
17.	Describe Management and Evaluation System of Model			X
18.	Identify Materials, Letters, Instruments Needed			X
19.	Prioritize Materials, Letters, and Instruments Development			X
20.	Develop Materials for Workshops	X		
21.	Describe Specific Work Tasks	X		
22.	Describe Evaluation Information of Work Task			X
23.	Sequence Work Tasks	X		
24.	Estimate Time	X		
25.	Develop Calendar	X		
26.	Describe Duties and Responsibilities (Specific)	X		
27.	Identify Advisory Committee Members	X		
28.	Clear Adivsory Committee Members	X		
29.	Inform Advisory Committee Members	X		
30.	Employ Additional Trained Personnel (Outside Evaluators)	X		
31.	Employ Additional Nontrained Personnel	X		
32.	Train Personnel	X		
33.	Direct Personnel to Perform Work	X		
34.	Describe Duties and Responsibilities of Model Personnel	X		

	PM	PR	PE
35. Review Model	X		
36. Modify Model	X		
37. Inform Higher Levels of Vocational Technical Education Structure (General)		X	
38. Inform Vocational-Technical Community (General)		X	
39. Inform Middle Levels of Vocational Structure (Specific)		X	
40. Inform Secondary Schools (Specific)		X	
41. Inform Business and Industry		X	
42. Inform Local Communities		X	
43. Inform Vocational Community (Specific)		X	
44. Inform Universities		X	
45. Develop Procedures	X		
46. Develop Materials	X		
47. Produce Materials	X		
48. Develop Instruments			X
49. Produce Instruments			X
50. Develop Form Letters	X		
51. Produce Form Letters	X		
52. Specify Duties and Responsibilities of Model Personnel	X		
53. Obtain Clearing for Model Personnel	X		
54. Develop Final Model Document	X		
55. Inform and Train Model Personnel	X		

The activities outlined in Figure 3-1 consumed the entire six-month planning period. In order to attach a time perspective to the accomplishment of the tasks, they are described and discussed below as monthly activities. The assignment of activities to Month 1, Month 2, etc., is somewhat arbitrary. Some activities overlap months and others may be done in an earlier or later month. The reason for dividing the discussion in this manner is to impress upon the reader the need to face the reality that "time flies." Specifying activities or tasks to be accomplished each month allows for better utilization of personnel and resources and helps in avoiding last minute crises before the operational phase is begun.

First Month Activities (1-10)

During the first month of the project, Activities 1-10 should be accomplished.

Activity 1 (Employ Project Director) - This activity may be carried out prior to the initiation of the planning phase. This person should be involved in the planning from the earliest stages.

Activity 2 (Review Proposal) - The project director reviews the proposal to thoroughly familiarize himself with the goals, objectives, and method of procedure outlined in the document. He uses this time to ask questions of the proposal writer(s) and begins to conceptualize how the project planning and operation will work.

Activity 3 (Define Operational Objectives) - General operational objectives are developed by the Project Director. In broad terms, the Director determines the major components in the project and describes what is involved within each component.

Activity 4 (Identify Major Work Tasks) - Major work tasks, related to the operational objectives, are identified. An example of a major work task would be "to work with an advisory committee" or "to engage in public relations activities."

Activity 5 (Describe Specific Operational Objectives) - The operational objectives are described in more detail. Spelled out are such things as the work tasks to be performed by each participant or type of participant.

Activity 6 (Describe Information Evaluation System) - Here the Project Director visualizes the types of evaluation efforts needed. Basically, two types are most beneficial--an internal evaluation plan and an external (third party) evaluation plan. In most cases, a management consultant can help in designing the internal evaluation system. A noninvolved third party team can handle the external evaluation.

Activity 7 (Describe Duties of Consultant) - Decisions are made relative to the roles of project consultants. The tasks to be performed by each consultant, and the appropriate deadlines, are specified. Figure 3-2 is an outline of the duties determined for one consultant to the Appalachia Staff Exchange Project.

Activity 8 (Employ Consultants) - Qualified consultants are identified through various methods--personal knowledge, a review of the literature, recommendations of other professionals, etc. The consultants are contacted and employment arrangements are agreed upon. The need for and use of consultants will vary from project to project. For the Appalachian Project, consultants were used to provide assistance and expertise in the following areas:

1. Delineating the details of the staff exchange operation.
2. Assisting the project staff in developing specific guidelines for operating the project.
3. Designing instruments for evaluation purposes.
4. Developing a detailed Program Evaluation and Review Technique (PERT) chart for the project.

Since this Handbook incorporates the products of consultant efforts, you may decide that no further help is needed. Where departures are made from the guidelines contained in this Handbook, consultative services may prove beneficial.

Activity 9 (Describe Duties of Assistant Director) - The duties of the Assistant Director are discussed in Chapter 2. It is important that this person

Figure 3-2

DUTIES OF FIRST CONSULTANT - STAFF EXCHANGE PROJECT

1. Develop PERT chart for project.
2. Develop evaluation instruments for internal use.
3. Develop evaluation instruments for participants.
4. Develop evaluation instruments for exchange sites--schools, business/industry.
5. Develop criteria for selection of participants.
6. Develop criteria for selection of sites in business and industry.
7. Develop criteria for selection of sites in the schools.
8. Write director and assistant director job descriptions.
9. Develop cooperative agreement form for business/industry.
10. Develop cooperation agreement for school systems.
11. Develop teacher/administrators agreement form.
12. Develop business/industry work agreement form.
13. Develop work identification form.
14. Develop instrument to survey schools.
15. Develop instrument to survey business/industry.
16. Develop application form for vocational education participants.
17. Develop application form for business and industry participants.
18. Develop internal evaluation system that will include use of above instruments.
    a. data collection system
    b. kinds of data that should be collected
    c. schedule of collection

join the staff early in the planning phase so that he can have an input to planning and fully understand project plans.

Activity 10 (Employ Assistant Director) - The Project Director identifies qualified and interested persons. If a university staff member is sought, contact should be made through appropriate administrative channels within the institution. In other instances, non-university personnel will be considered for the position. In any case, it is important that a Memorandum of Agreement (see Chapter 2) be executed.

Second Month Activities (11-16)

Activity 11 (Review Literature and Proposal for Model) - The Project Staff and consultants begin to develop a model for the operational phase of the project. The proposal lists objectives to be attained and presents general information about the nature of the operational phase. The literature concerning similar projects is reviewed.

Activity 12 (Collect Information on Existing Vocational Structure and and Conditions) - The present situation in vocational education is considered. Information sources are Department of Education records, high school and vocational school staff, and community resources. Existing relationships are described and analyzed. The results of this effort are incorporated in the preliminary model(s).

Activity 13 (Conceptualize the Model) - A general staff exchange model is conceptualized in broad terms. The basic components are present. The conceptualization is the culmination of Activities 11 and 12.

Activity 14 (Delinate Population Groups) - The population groups to be served by or exposed to the model are identified. In the most simple terms, two population groups are involved--vocational personnel and business and industrial representatives. However, in most states, two groups of vocational education personnel can be easily identified. One group consists of those teachers and administrators in state-operated vocational schools--usually called "Direct Programs." A second group consists of teachers and administrators in secondary schools for whose services in vocational education their local systems are reimbursed by the state--usually called "Reimbursed Programs." Since the administrative structures of these two program types differ, it is generally easier to design separate models under which each may operate a staff exchange.

Activity 15 (Describe General Model) - The Appalachia Project Staff developed three models for operating the staff exchange programs. Model 1 dealt with the "Direct Programs" in the area vocational centers and the local vocational schools. Model 2 was designed specifically for "Reimbursed Programs" in local high schools. Model 3 outlined the procedures for operating staff exchange programs from the business and industrial community perspective.

Activity 16 (Describe Specific Model) - Appendix II contains the specified Models 1, 2, and 3. After each model are lists of model tasks and activities to be completed by each person or group involved.

Third Month Activities (17-30)

Activity 17 (Describe Management and Evaluation System of Model) - Plans must be made to manage and evaluate the staff exchange models during the initiation and operation stages. A consultant may be of use in designing the evaluation and management component. PERT networks or other types of flowcharts and a written evaluation plan are desirable, if not necessary.

Activity 18 (Identify Materials, Letters, Instruments Needed) - In order to initiate, operate, and evaluate the models, certain materials, pieces of correspondence, and evaluation instruments are needed. The models and evaluation plan are used in decision-making regarding what types of documents are needed.

Activity 19 (Prioritize Materials, Letters, and Instrument Development) - Assign a priority ranking to the documents. For example, application blanks will be needed long before Certificates of Appreciation. The priority ranking is based on the sequence of use and difficulty of development and reproduction of documents.

Activity 20 (Develop Materials for Workshop) - Participants should be involved in two workshops--one before the exchange and one afterwards. The pre-exchange workshop should orient the participants to the operating model, outline the activities, and specify the roles to be played. The post-exchange workshop should be designed to help participants use the experience gained in revising curricula, evaluating the experience, and revising the model for the next cycle.

Activity 21 (Describe specific work tasks) - The Project Staff and consultants have many work tasks to perform during the operational phase. Each work task must be described, including the time frame within which each is to be performed.

Activity 22 (Describe Evaluation Information of Work Task) - Each staff member will be involved in collecting data regarding the operation of the models. Specific evaluation activities must be assigned to each staff person in order that a valid evaluation effort results.

Activity 23 (Sequence Work Tasks) - The order in which tasks are to be performed is delineated.

Activity 24 (Estimate Time) - A time frame is placed on the work tasks so that there are established deadlines against which to work. This is necessary to insure that the project is completed on time and that exchange of information occurs at the proper times.

Activity 25 (Develop Calendar) - A master calendar showing activities, direction, and expected completion times is developed.

Activity 26 (Describe Specific Duties and Responsibilities) - Very specific duties and responsibilities of Project Staff and consultants are delineated. This involves assigning specific work tasks to individuals.

Activity 27 (Identify Advisory Committee Members) - Several potential advisory committee members should be identified. Names of potential members should be solicited from administrators in the vocational regions and in the state level Bureau of Vocational Education. A final list of desirable committee members is constructed and necessary actions are taken to secure their cooperation.

Activity 28 (Clear Advisory Committee Members) - The list of potential members is submitted through appropriate channels for confirmation.

Activity 29 (Inform Advisory Committee Members) - The members are advised or their appointment and invited to attend the first project advisory committee meeting. On the next page is a copy of an appointment letter for Advisory Committee members.

Activity 30 (Employ Additional Trained Personnel) - Outside or third-party evaluators must be identified. The usually procedure is to send a Request for Proposals (RFP) to potential evaluators. The evaluator is then able to review information about the project and submit a proposal outlining his proposed approach to the evaluation and the budget necessary to support his proposal. After all proposals have been received, the selection of the best proposal begins. The criteria for reviewing evaluation proposals are:

1. Does the potential evaluator understand the goals, purposes, and operating procedures of vocational education programs?
2. Does the potential evaluator have a grasp of the essential features of the Staff Exchange Project?
3. Does the potential evaluator have access to a pool of qualified evaluation team members from the business and industrial world?
4. Does the potential evaluation have any direct interest in the area

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

January 13, 1975

Mr. J. B. Lunsford
Route 3
Flemingsburg, Kentucky 41041

Dear Mr. Lunsford:

The Bureau of Vocational Education will implement a staff/industry exchange project this year which will be funded through the Appalachian Regional Commission and will involve vocational educators who are employed in the forty-nine counties in Kentucky Appalachia.

The purpose of this letter is to request that you serve as a member of the advisory committee for the staff/industry exchange project. We are hopeful that you will accept this task as it is extremely important to have the right people serve in this capacity. Those who recommended you feel that you are the best person to represent their particular area.

The staff/industry exchange project is another of our many efforts to bring vocational education and the business and industry community closer together. Through this program we hope to provide the vocational teachers and the vocational school administrators an opportunity to exchange work stations with employees of business and industry. As a result of this project, we feel that students enrolled in vocational education will benefit from an updated curriculum and improved school management and that business and industry will benefit from a better knowledge of how vocational education serves their needs.

The advisory committee will meet four times this year and will be involved in the planning, implementation, and the dissemination phases of the project. Travel and lodging, when necessary, will be paid with project funds.

We thank you in advance for your cooperation in this endeavor.

Sincerely,

Carl F. Lamar, Assistant Superintendent
for Vocational Education

cb

where the exchanges are to take place?

5. Will the proposed procedure accomplish the evaluation objectives?

The Appalachia Project contracted with a recognized third-party evaluator. Necessary approvals were obtained and a Personel Service Contract was executed.

Fourth Month Activities (31-44)

Activity 31 (Employ Additional Nontrained Personnel) - Some projects may be aided by the addition of other personnel to the project staff. Within this category would be a graduate assistant from a university who could work full- or part-time on the project (see Chapter 2).

Activity 32 (Train Personnel) - Nontrained personnel must go through an orientation phase which will acquaint them with the purposes of the project and outline the activities to be performed. Then each person is made aware of his or her particular function within the project. It must be made clear what specific responsibilities each person has and to whom he or she is to report. The training phase also includes familiarizing the new personnel with the project paperwork (forms, copies, distribution) and the deadlines to be met. Furthermore, the training sessions should also be used to acquaint personnel with the physical arrangements (office space, storage, files, duplicating services, etc.). A final training activity might be a "simulated" job to be completed so that any information or procedural problems may be identified and corrected.

Activity 33 (Direct Personnel to Perform Work) - This involves making the first assignments to newly hired and/or trained personnel. Activity 33 really is continuous through the life of the project.

Activity 34 (Describe General Duties and Responsibilities of Model Personnel) - Using the models conceptualized (Activity 13) and described (Activities 15 and 16) previously, general duties and responsibilities of various groups are described. The Model Personnel involved here are, for Direct Vocational School Programs: Vocational Teachers, Vocational School Principals and Coordinators, Regional Program Coordinators, Industrial Coordinators, Regional Directors. For secondary schools, the Model Personnel involved are: High School Teachers, High School Principals, High School Superintendents, Vocational Program Coordinators, Unit Director--Bureau of Vocational Education, and the Project Director. For the Business and Industry Model, the personnel involved are: Business and/or Industry Representative, Business and/or Industry Supervisor, Vocational Teacher, Vocational School Principal-Coordinator, Regional Program Coordinator, Industrial Coordinator, Regional Director, and the Project Director. The lists following the Models (Appendix II) describe the specific duties and responsibilities of Model Personnel and were developed from the general descriptions of Activity 34.

Activity 35 (Review Models) - The Project Staff members, the consultant, and vocational administrative personnel then review the models to determine if all necessary activities have been included and if the interrelationships have been identified.

Activity 36 (Revise Models) - Based on Activity 35, revisions are made in the models to reflect necessary changes.

Activity 37 (Inform Higher Levels of Vocational-Technical Education Structure) - General information about the Staff Exchange Project should be disseminated to other Unit and Division Directors by the Project Staff. In some cases, cooperation may be sought; in other cases, the effort is to simply inform. This can be handled with memoranda to the concerned parties or through reporting at Unit and Division meetings. On page 32 is a copy of a memorandum enlisting the cooperation of Unit Directors in gaining support among Vocational teachers.

Activity 38 (Inform Vocational-Technical Community) - General information

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

MEMORANDUM

TO: Unit Directors, Program Development Division

FROM: Pat White and Bob Spillman

DATE: February 6, 1975

SUBJECT: Appalachian Teachers Involvement in the
Staff Business/Industry Exchange Program

We are requesting that as your staff communicate with teachers in the Appalachian area you encourage them to participate in the Staff Business/Industry Exchange Program. This is particularly important for the teachers in the reimbursed programs. We think there are many benefits to the teachers that include the following:

1. Enables them to improve liaison between the school and business/industry related to:
    (1) student placement for experience programs
    (2) student placement for employment
    (3) craft and advisory committees
2. Allows them to learn new skills and techniques.
3. Provides them with information related to social economic surroundings of a particular job.
4. Allows them to revise their curricula to make occupational education more relevant.

Regional staff meetings are being held in each region to inform and provide materials for all vocational educators in Appalachia.

We appreciate your assistance.

cb

cc: Dr. Charles Wade

about the Project can be disseminated through various media (newsletters, journals and magazines, brochures, newspapers, and radio announcements). A "Vo-Tech Brief" on the Appalachia Staff Exchange Project appeared in the American Vocational Journal. An article concerning the project appeared in Kentucky's newsletter to vocational education personnel.

Activity 39 (Inform Middle Levels of Vocational Structures) - Vocational School Principals and Coordinators and Regional Vocational Staff Personnel need to be given specific information about the Project. It is important that they understand what the Project is designed to do and become committed to carrying out their specific responsibilities. Direct contact, through letters, telephone calls, and personal meetings are important. On page 34 is a memorandum which explains the initiation of the project and solicits assistance from various persons responsible for vocational education on local and regional programs. On the following page is a copy of a letter requesting a meeting with regional vocational education personnel to inform them of the Staff Exchange Project.

Activity 40 (Inform Secondary Schools) - High School Superintendents, Principals, Teachers, and other personnel also need specific information. Again letters and some personal contact are needed. Regional coordinators should be helpful in this effort. On page 36 is a letter which was sent to high school principals to encourage participation in the project.

Activity 41 (Inform Business and Industry) - General information should go to the business and industrial community. Business and industry luncheon meetings, Vocational Advisory Committee meetings, and contact with local Chambers of Commerce are vehicles which could be used in this effort. A detailed description of the Business and Industry Luncheons is provided at the end of this chapter.

Activity 42 (Inform Local Communities) - Articles in local newspapers and presentations at local school and community meetings could be used to get

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

MEMORANDUM

TO: Selected Local School Superintendents
Regional Directors of Vocational Education
Regional Program Directors
State Vocational-Technical School Principals
Area Vocational School Principals

FROM: Carl F. Lamar, Assistant Superintendent
for Vocational Education

DATE: November 6, 1974

SUBJECT: Staff/Industry Exchange Project

Mr. Patrick E. White has been employed to coordinate a staff/industry exchange program which will be implemented by the Bureau of Vocational Education in the coming year. Mr. White was previously employed as Coordinator of the Franklin County Area Vocational Education Center and has extensive experience in vocational education as an instructor and co-op coordinator.

The staff/industry exchange program is another of our many efforts to bring vocational education and the business and industry community closer together. Through this program we hope to provide the vocational teachers and the vocational school administrators an opportunity to exchange work stations with employees of business and industry. As a result of this project, we feel that students enrolled in vocational education will benefit from an updated curriculum and improved school management and that business and industry will benefit from a better knowledge of how vocational education serves their needs.

Mr. White will be calling on many of you to explain the program and work out details for implementation. We solicit the same assistance and cooperation in this effort which you have provided in the past.

For further information contact:

Mr. Patrick E. White, Coordinator
Professional Personnel Development Unit
Bureau of Vocational Education
State Department of Education
2035 Capital Plaza Tower
Frankfort, Kentucky 40601

cb

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

January 17, 1975

Mrs. Martha Raymer, Regional Director
Vocational Education Programs
College of Education
Western Kentucky University
Bowling Green, Kentucky 42101

Dear Mrs. Raymer:

I would like to schedule a one-hour session with all the regional staff, state vocational school principals, and area vocational school coordinators in your region that work in Appalachia.

This is an effort to inform them and answer questions related to the Staff Exchange Project. Hopefully you can schedule this meeting at your next regional meeting in January or February. We have already scheduled meetings on January 20, 23, 24, and 30, so please schedule us between or after these dates.

A list of the advisory committee members for the Staff Exchange Project is enclosed for your information.

Dr. Jack McElroy, vocational teacher educator at the University of Kentucky, joined the Staff Exchange Project staff January 2, 1975, and will be housed in the Bureau of Vocational Education through August, 1975. Dr. McElroy is the Assistant Director of the project. Bureau personnel will be teaching his courses during this period. He will work with teachers before and after their work experience to provide assistance in course revision.

Applications and information sheets will be passed out at the meeting.

Please inform us of the date, time, and meeting place. Thanks for your cooperation. I will look forward to hearing from you. Call if you wish; the number is (502) 564-3096.

Sincerely,

Patrick E. White, Director
Staff Exchange Project

cb

Enclosure

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

March 6, 1975

Mr. Dwight D. Johnson, Principal
Greenup County Sr. High School
Ohio River Road
Greenup, KY 41144

Dear Mr. Johnson:

WE NEED YOUR HELP!

As you may know, the Kentucky Bureau of Vocational Education is administering the Appalachian Vocational Staff Exchange Project. This project is funded by the Appalachian Regional Commission and is designed to allow all vocational education teachers and administrators to participate in an exchange program with representatives from business and industry.

The program has the following purposes:

1. To help teachers develop new occupational skills and techniques and better understand the socio-economic environment of the local employment scene. They will have a basis upon which to build a more relevant program of vocational education.
2. To help administrators learn current management practices and develop procedures for a continuous liaison between the vocational program and the business and industrial community.
3. To allow business and industrial leaders to assist educational agencies in identifying new ways to provide relevant occupational instruction.

Vocational education personnel who are selected to participate will continue to receive their regular salary. We expect most of the exchanges will take place during the summer months, when the participants can be on extended contracts. Costs, such as travel and per diem, will be reimbursed to participants at no cost to local systems. Business and industry participants' costs will be borne by the business or industry sponsoring them.

Now, for the request. We urge you to make your vocational personnel aware of this opportunity. We feel that the flexibility of the program is such that suitable exchange sites can be found for sincerely interested persons. Talk to your teachers and administrators; identify the interested ones; let us know about them. Requests for more information should be directed to: Patrick E. White, Coordinator, Professional Personnel Development Unit, Bureau of Vocational Education, 2035 Capital Plaza Tower, Frankfort, KY 40601.

I know you want to provide students the best vocational instruction possible. The Appalachian Staff Exchange Project can help you in that effort.

Sincerely,

Carl Lamar

Carl F. Lamar, Assistant Superintendent
for Vocational Education

CFL/cjk

information disseminated to local communities. On pages 38-39 is a copy of a news release designed to explain the Staff Exchange Project in the Appalachia area.

Activity 43 (Inform Vocational Community) - The remainder of the vocational community should be given information through newspaper and magazine articles, newsletters, and other media applications.

Visits were made to all the schools (public secondary schools and vocational education centers) to explain the Project to coordinators, principals, and teachers. Teachers and administrators were encouraged to locate potential exchange sites, identify the appropriate contact person, and discuss the possibility of establishing an exchange agreement with the firm.

Activity 44 (Inform Universities) - University personnel, especially vocational teacher educators, should be provided information about the program. These people may have suggestions to make or can offer help in other ways (by supplying names of eligible, interested teachers, for example).

Fifth Month Activities (45-51)

Activity 45 (Develop Procedures) - Procedures for the implementation of the Models must be developed. This involves setting up meetings (arrangements), planning meetings (sending invitations, developing agendas, assignment of topics to presenters), and deciding on materials needed.

Activity 46 (Develop Materials) - The materials needed must be developed. This includes forms, handouts, and other materials needed to implement the project.

Activity 47 (Produce Materials) - Sufficient quantities of needed materials must be produced by appropriate means. The particular process will be determined by the quantity and quality needed and by other constraints such as imminent deadlines and availability of equipment.

NEWS RELEASE

From: Patrick E. White, Coordinator
Professional Personnel Development Unit
Bureau of Vocational Education
State Department of Education
2035 Capital Plaza Tower
Frankfort, KY 40601

Release: current date

STAFF EXCHANGE PROJECT BENEFITS BUSINESS, INDUSTRY, AND EDUCATION

FRANKFORT, KY, CURRENT DATE--A new vocational education program in Kentucky is designed to bring the school closer to the business and industrial community. The Applachian Vocational Staff Exchange Project will allow vocational teachers and administrators to exchange work experiences with technicians and supervisors in the businesses and industries where vocational students are being employed. The project is intended to help bridge the gap between the educational setting and the real world of work.

The Staff Exchange Project is funded by the Appalachian Regional Commission and is supported by the Bureau of Vocational Education in the State Department of Education. It is being operated in the 49-county Appalachian area of Kentucky. It encompasses the eight vocational education regions which correspond to Congressional Districts 5,6, and 7.

"We feel the Project will benefit both our vocational programs and the business and industrial community," says Patrick E. White, Coordinator of the Staff Exchange Project. "The Project can help businessmen reduce the training and retraining costs they now experience. Our students should enter into their jobs with higher levels of skills and knowledge than ever before. They will be able to adjust to the work assignment with a minimum of on-the-job training."

All vocational teachers and administrators in the Appalachian region are eligible for the project. Participants from the schools may spend up to four weeks, usually in the summer, on an exchange. At the conclusion of the exchange, the teachers will be able to revise their curricula to reflect current practices in business and industry. They will also be expected to design a plan for initiating and maintaining ongoing working relationships with representatives from the business world. Vocational administrators will be able to (1) implement accepted management practices in the schools, (2) plan and implement new personnel development programs for teachers, and (3) design processes for providing continuous liaison with the business community through the use of advisory committees, cooperative work experience programs, and student placement services.

Business and industrial representatives will come from companies where vocational students are now being employed or where the potential for employment exists. These persons will help identify means for assisting the vocational programs to provide more relevant occupational education. They will also be able to identify and use accepted teaching-learning strategies on-the-job.

White emphasizes that equal benefits will be received by all parties involved. More specific information can be obtained by contacting him in the Bureau of Vocational Education, 2035 Capital Plaza Tower, Frankfort, Kentucky 40601.

Activity 48 (Develop Instruments) - Some instruments will be needed in order to carry out the internal evaluation of the Project. The instruments must be designed for this purpose.

Activity 49 (Produce Instruments) - The instruments designed in Activity 48 must be produced in sufficient quantities for the internal evaluation effort.

Activity 50 (Develop Form Letters) - Form letters are needed for some phases of the information dissemination effort. For example, letters from the Assistant Superintendent for Vocational Education to local high school principals (see page 36) explaining the Staff Exchange Program, would be helpful.

Activity 51 (Produce Form Letters) - The form letters developed in Activity 50 are then produced in sufficient quantity for reaching all necessary parties.

Sixth Month Activities (52-55)

Activity 52 (Specify Duties and Responsibilities of Model Personnel) - Activity 34 involved the description of the general duties and responsibilities of Model Personnel. Activity 52 involves the description of specific duties and responsibilities. The lists after the Models (see Activity 16) are the result of Activity 52.

Activity 53 (Obtain Clearance for Model Personnel) - Through the appropriate channels, clearance must be obtained for Model Personnel to participate. This will probably require letters and memoranda of agreement with the involved individuals and agencies.

Activity 54 (Develop Final Model Document) - All charts, materials, and descriptions must be consolidated into one document which becomes the manual for the next phase of the project--the operational phase.

Activity 55 (Inform and Train Model Personnel) - All personnel for whom clearance has been obtained must be informed of the operating procedures and trained to carry out their duties and responsibilities. This is handled through a workshop conducted in each region and through some individual contact as a follow-up activity subsequent to the workshop. All questions are answered and individual problems attacked. It is advised that each of the Model Personnel develop his or her own written plan for fulfilling his or her obligations.

Business and Industry Luncheons

In order to acquaint local businessmen and industrial representatives with the Staff Exchange Project, a series of business and industry luncheons was conducted. A project staff member was responsible for conducting the program at the luncheon. The meeting arrangements, including the identification of business and industrial firms to be represented, were handled by regional personnel, typically the Industrial Coordinator.

The help of the Industrial Coordinators was enlisted initially through a telephone conversation between a project staff member and the coordinator. A follow-up letter was sent to those persons who agreed to coordinate meeting arrangements. One pages 42-44 is a copy of a follow-up letter and a set of guidelines to be used for organizing the luncheon.

At the luncheon meeting, attendees provided information on a registration form for use in following-up on the meeting (see page 45 for a copy of the registration form). Representatives of local newspapers were provided with an information sheet explaining the purpose of the meeting, summarizing the Staff Exchange Project, and listing speakers and attendees at the meeting. This information sheet, presented on page 46, was intended to be the nucleus for local newspaper articles concerning the luncheon meetings.

One or more project staff members presented an overview of the Project and outlined the benefits to be derived by business and industry as well as vocational education. The participants were encouraged to become involved

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

March 12, 1975

Mr. Robert Bierman, Coordinator
Monroe County Vocational Education Center
Fourth and Emberton Streets
Tompkinsville, Kentucky 42167

Dear Mr. Bierman:

This letter is in reference to our phone conversation regarding the business and industry luncheons. The purpose of these luncheons is to inform business and industry owners and managers of the Staff Exchange Project to gain their support.

We would like your help in organizing the luncheon in your region. The following is a list of tasks that need to be accomplished.

1. Inform vocational regional staff of what we are trying to do and ask them if they will contact key people that would attend this luncheon. Suggested staff to identify business and industry might be:

   --Regional Director
   --Regional Program Coordinator
   --Principals or Coordinators
   --Cooperative Coordinators

2. Contact restaurants and make arrangements for meals, etc.

3. Organize a list of participants from business and industry and send to project director prior to date of luncheon.

4. Schedule luncheon time and confirm arrangements, time, and location of luncheon with participants from business and industry.

Note: Please coordinate with project director of staff exchange as to dates, number of participants involved, location of luncheon, estimated luncheon cost, etc.

If at all possible, schedule the luncheon during the month of March. Please do not schedule the luncheon on the following dates: March 26, 27, and 28.

If we can be of further assistance, please feel free to call. Thank you for your help!

Sincerely,

Patrick E. White, Director	Jack McElroy, Assistant Director
Staff Exchange Project	Staff Exchange Project

cb

Attachment

BUSINESS AND INDUSTRY LUNCHEON
TO EXPLAIN STAFF EXCHANGE PROGRAM

Guidelines for Industrial Coordinator to follow when organizing business and industry luncheons:

NOTE: This luncheon should involve owners and managers of local businesses or industries within your region. (Involve key people from business and industry)

Time of Day - 11:30 a.m. to 1:00 p.m.

Number of People - Maximum of 50

Cost Per Person - $3.00 to $5.00 per person

Dates - Month of March

Travel - Will not be able to pay travel (If possible coordinator and other regional staff may be able to bring industrial people to luncheon)

Location of Luncheon - Industrial coordinator can make reservations at local restaurant of their choice that will have appropriate accommodations

Reimbursement to Restaurants Procedure - Reimbursement will be made directly to the restaurant for the total amount of the luncheons. The total bill will be attached to a Departmental Purchase Requisition and sent to the Division of Fiscal Control and Fiscal Accounting for processing. The total bill cannot exceed $250 per region.

REGISTRATION SHEET

Business/Industry Luncheon to Promote Staff Exchange Program

NAME	TITLE OR POSITION	NAME OF BUSINESS/INDUSTRY	BUSINESS/INDUSTRY ADDRESS	ZIP CODE

REGION _ MEETING FOR BUSINESS AND INDUSTRIAL LEADERS

The purpose of today's luncheon meeting with business and industrial leaders is to acquaint them with the rationale and objectives of the Appalachian Staff Exchange Project. It is only with the cooperation of representatives from the business community that the program can be a success.

The Staff Exchange Project, funded by the Appalachian Regional Commission, is an attempt to help students bridge the gap between the classroom and the work station. The project has the following purposes:

1. To help business and industrial leaders identify means by which they can assist in providing more relevant occupational instruction to students and to help them identify accepted teaching-learning strategies to be used in their on-the-job training programs.

2. To help vocational teachers develop new occupational skills and techniques and a better understanding of the socio-economic environment associated with specific types of employment opportunities.

3. To help vocational administrators learn current management techniques and develop procedures for maintaining a continuous liaison between the vocational program and the business and industrial community.

The exchange phase of the project calls for teachers and administrators to spend time in the business community observing the skills, processes, and techniques being used. Business and industrial representatives will spend time in vocational education classrooms learning about the curriculum and observing teaching-learning models being used.

The Coordinator of the Staff Exchange Project, which encompasses all the Appalachian counties in Kentucky, is Patrick E. White of the Professional Personnel Development Unit, Bureau of Vocational Education, Frankfort, Ky.

The speakers at today's meeting are: ______________________________

____

____

Business and industrial representatives at today's meeting are: __________

____

____

and were provided with information about the application process. On pages 48-51 is the agenda for the luncheon meetings and the basic presentation made by the staff member.

AGENDA
Business/Industry Luncheon

I. INTRODUCTION:

- Regional Director Welcomes Group

- Regional Director Asks Coordinator on other Administrative Staff to Introduce Their Guests (B/I People)

- Regional Director Introduces Regional Project Director of Staff Exchange Project . . . . .

- Regional Project Director of Staff Exchange Welcomes Group to Luncheon

  Thanks Business/Industry for Taking Time to Come to Luncheon

  Thanks Regional Vocational Staff for Helping in the Planning and Organization of Luncheon

II. PRESENTATION

The purpose of today's luncheon meeting with business and industrial leaders is to acquaint you with the rationale and objectives of the Appalachian Staff Exchange Project. It is only with the cooperation of representatives from the business community that this project can be a success.

Background Information

Reason why this project has become a reality:

- The manpower reports of the President have noted the persistence of excessively high unemployment and school dropout rates and call for better vocational technical curricula to conform to technological developments.

- Vocational Education Amendments of 1968 (Title II, Section 553 (b)) encourages personnel development programs in the form of exchanging personnel.

- Kentucky's State Advisory Council for Vocational Technical Education has recommended that a teacher exchange program be implemented.

- State administrators, supervisors, and vocational teachers have requested such a program.

Project Need

A real problem and concern of teachers and administrators of vocational education is one of how to keep up-to-date with advances in our rapidly changing technological society.

Business and industry has a related problem in that they need properly trained workers that will save them time and money that they are now spending in training and retraining.

The project is designed to provide opportunities for vocational teachers, and administrators to work in business and industrial establishments for one, two, three, or four week periods.

It is also designed to provide an opportunity for business and industry to assist vocational teachers and administrators in a vocational program for one day, two days, one week, etc.

Benefits to Business and Industry

We feel that there are some definite benefits to employers who might become involved in this project:

- Improve school and community relations (a better working together relationship).
- Allows B/I to have input into the educational system to better meet production requirements and working conditions.
- Save employers time and money for training and retraining of new employees.
- Source of new employees that will have the skills, knowledge, and attitudes that you feel are important for your particular business or industry.

Program Operation Procedures

What we are trying to accomplish in this project is to bring B/I people and vocational teachers and administrators together through a cooperative arrangement. This is the way it works:

1. First you would need to decide if this project can help you save money and time on a long term investment. (WE THINK IT WILL!)

2. If yes, then the second step would be to decide how the exchange might work with your business or industry.

FLEXIBILITY IS THE KEY

Our teacher could work for you during the months of June, July, and August. For 1, 2, 3, or 4 weeks. (No salaries would need to be paid by you since they are being paid by the state).

The work we describe can be the following:

- Working on specific skills that they have identified to make them more effective in the occupation they are teaching.
- Assist your employees with various operations and tasks that you are performing.
- Observe various techniques and shop operations.

NOTE: Hopefully, you can provide some realistic hands on experience.

In checking with workmen's compensation department in Frankfort, we found that our teachers will be covered through the State Insurance Program. Also, the B/I person will be covered while he is in the vocational school exchange.

3. The third question you might ask yourself is - "Do we have an employee who could assist the vocational teacher or administrator from our business firm?"

We realize that you employers are paying your employees for doing a job and meeting production deadlines. We would like to have you or one of your employees to work with us at the vocational school. We would appreciate any type of help you could give us - 1 day, 2 days, a week, etc. Some of the tasks that we would like accomplished by B/I person might be: (By the way, there will be very little paper work that we will expect from you)

- Talk to students about employment opportunities at your firm or business (starting salaries, attitudes you expect, possibility for advancement, attendance, and working conditions, etc.)
- Give demonstration on some specific skill.
- Review with vocational teachers as to some skills, knowledge, and attitude he might consider as a part of his course of study.
- Assist him in teaching.
- Talk with administrator and tour entire vocational facility.

Conclusion

Let me quickly review some important points of the staff exchange program.

- The main purpose of this project is to make occupational education more meaningful.
- We would like to develop a plan to involve both vocational teachers or administrators and business and industry firms.

EXCHANGE POSSIBILITIES:

Teachers - 1, 2, 3, or 4 week exchanges during June, July, or August.

B/I - 1 day, 2 days, 1 week, or as long as possible up to 1 month

QUESTIONS:

Again, we thank you for coming!

CHAPTER 4

THE OPERATIONAL PHASE

The second six months of the project are devoted to operating the staff exchanges. The operational phase also consists of three types of activities--project management, public relations and information dissemination, and project evaluation. It is during the operational phase that (1) contacts are made with personnel in schools, businesses, and industrial firms, (2) applications are received from personnel who wish to participate, (3) potential staff exchange sites are visited and evaluated, (4) staff exchanges actually take place, and (5) evaluation and information dissemination activities are completed.

The operational phase is divided into two-week segments for project management purposes. Project evaluation and public relations/information dissemination activities are viewed in a quarterly (three month) time frame. The model developed for the operational phase is contained in Appendix III. The major activities discussed in this chapter correspond to those outlined in Appendix III.

It must be emphasized again that project management, public relations, and project evaluation activities are interrelated. Time estimates are just that--estimates. The sequencing of activities shown in Appendix III is important since some activities are sequential and others are concurrent.

The remainder of this chapter is a discussion of the operational phase activities. Attention is given to specific responsibilities of project personnel and the relationships which exist among operational phase activities.

Overview of the Operational Phase

The operational phase of the project is that portion during which the actual exchanges take place. Teachers and administrators are participating in experiences at the training sites. Business and industry participants are visiting in the vocational classrooms and shops. Internal and external evaluation activities also take place during the operational phase as do public relations and information dissemination efforts. Of course, the project must be managed throughout the operational phase with monitoring and reporting activities receiving emphasis.

Form Letters

A series of form letters was developed for use in the operational phase. The use of letters begins during the period when exchange sites are being chosen and evaluated. The series covers all activities throughout the operational phase, culminating in letters to participants presenting certificates of completion and/or appreciation. The 18 form letters needed to operate the exchanges are presented in Appendix IV.

Operating Phase Management Plan

An inspection of the management plan for the operating phase (Appendix III) reveals some 169 activities or events which take place. Since the operating phase was divided into bi-weekly cycles, many of the activities listed are similar to those preceding and/or following in a separate cycle. Therefore, a particular sequence of activities will be described only the first time it is encountered in discussing the management plan. The occurence of similar sequences at other points in the plan may be assumed to closely resemble the sequence previously described.

Because of the sheer number of activities listed and because many are self-explanatory, only selected sequences of activities will be described here.

Activities 2-7 -- Throughout the operating phase, the application file is monitored. New applications received are reviewed and appropriate actions taken. The status sheets are monitored to insure that all needed materials are being received or sent. The application system is scrutinized to determine where adjustments need to be made and needed changes are implemented. Where-ever additional data are required, they are collected and incorporated in the revision of the system. This updating and review of the application process continues throughout the operating phase at two-week intervals.

Activities 8-9 -- Advisory committee meetings are conducted periodically during the operating phase. The project staff must inform committee members of meeting dates and make arrangements for meeting facilities. The results of committee meetings (minutes, suggestions, and comments) are reviewed and incorporated in future cycles.

Activity 10 -- The project was conducted under a Management by Objectives (MBO) approach. Periodic MBO reports must be prepared and submitted to the appropriate agencies.

Activity 11 -- Based on the results of the planning and operating phases to this point, revisions to the objectives are made.

Activity 12 -- With a revised set of objectives, a proposal for funding of the project through a second year is prepared.

Activities 20-21 -- Public relations activities are reviewed and new activities are designed. Public relations responsibilities are assigned to the appropriate persons.

Activities 33-37 -- The project provided for third party evaluations on a quarterly basis. The project staff gathers together all the necessary material for the evaluation visit. The comments and suggestions of the third party evaluators are analyzed to determine their implications for the future operation of the project.

Activities 38-40 -- Since quarterly reports on project activities were required, information for these reports must be collected. The report is written and submitted following the guidelines provided by the sponsoring agency.

Implementing the Models

Near the beginning of the operational phase, the three operating models (1, 2, and 3) were put into operation (see Appendix II). Basically, this means that the teachers began to select potential work exchange sites, contact appropriate individuals within the business or industry, and make formal application to the Staff Exchange Program. The application forms submitted by direct program personnel and reimbursed program personnel are presented on pages 56-61. The forms are identical except for the first-page headings and the last pages which are completed by administrative personnel indicated under the particular model being followed.

Because of limited resources and to insure that the project had a maximum effect on the educational program, criteria were developed for the selection of vocational education participants from those who applied. The criteria are stated below.

Criteria for the Selection of Vocational Educator Applicants

Due to the limited number of people who can participate in the Appalachian vocational educator staff exchange project, the following criteria will be used for the selection of participants.

1. First consideration will be given to participants who wish to work at a local, new business or industry that will employ future vocational students or to those who wish to work at an

4145-019

BUREAU OF VOCATIONAL EDUCATION

Staff Exchange Application for DIRECT PROGRAM PERSONNEL

Name ____________________ Date ____________
Home Phone ____________ Work Phone ____________ Vocational Region ____________
Social Security No. ____________ Age ________ Sex ________
Home Address ____________________ Zip Code ____________
Work Address ____________________ Zip Code ____________
Emergency Notify ____________ Address ____________ Phone ________

EDUCATION

Degrees Held ____________ Major/Minor ____________ Education Level (1-18) ________

TEACHING/ADMINISTRATION DUTIES

Subjects Taught ____________________ No. of Years ____________
____________________ No. of Years ____________
Administrative ____________________ No. of Years ____________

WORK EXPERIENCE RELATED TO PRESENT WORK

Location	Description	Dates

Have you identified a need for curriculum revision due to advances in technology in your occupational area? ____________ Explain ____________________
____

List areas of work experience you need: (specific)
1. ____________________
2. ____________________
3. ____________________

Firm where you wish to work:
Name ____________________
Address ____________________
____________________ Zip Code ____________ Phone ________
Contact Person ____________________ Phone ________
Have you made contact with this firm? Yes ______ No ______ If yes, explain: ____________
____
Does the firm employ your vocational graduates? ____________ Percentage ____________
Will the firm hire vocational graduates in the future? ____________________
Proposed dates of exchange: Begin ____________ End ____________
Will you have student responsibilities during this time? Yes ____________ No ________
If yes, have arrangements been made to cover your class? Yes ____________ No ________
If yes, how? ____________________
If you do not have student responsibilities, has extended employment been approved?
Yes ______ No ______
Are you willing to complete evaluation forms and a curriculum revision plan? ____________

SEE BACK OF THIS SHEET. (APPLICATION MUST BE APPROVED BEFORE IT CAN BE PROCESSED).

FOR OFFICIAL USE ONLY. NOT TO BE COMPLETED BY THE APPLICANT.

Principal or Coordinator to complete:

Date Received ______________________ Date Approved ______________________

If approved, forward to Regional Program Coordinator in your region.

Date Disapproved ____________________ Reason ________________________________

____ Date applicant notified of disapproval ____________

Did applicant ask that application be forwarded? __________ If no, date forwarded to Regional Project Director ______________________.

Immediate Supervisor ____

Regional Program Coordinator to complete:

Date Received ______________________ Date Approved ______________________

If approved, forward to Regional Director.

Date Disapproved ____________________ Reason ________________________________

____ Date applicant notified of disapproval ____________

Did applicant ask that application be forwarded? __________ If no, date forwarded to Regional Project Director ______________________.

Regional Program Coordinator ____

Regional Director to complete:

Date Received ______________________ Date Approved ______________________

Date Disapproved ____________________ Reason ________________________________

____ Date applicant notified of disapproval ____________

Date application forwarded to Regional Project Director ______________________________

Regional Director ____

4145-023

BUREAU OF VOCATIONAL EDUCATION

Staff Exchange Application for REIMBURSED PROGRAM PERSONNEL

Name ______ Date ______
Home Phone ______ Work Phone ______ Vocational Region ______
Social Security No. ______ Age ______ Sex ______
Home Address ______ Zip Code ______
Work Address ______ Zip Code ______
Emergency Notify ______ Address ______ Phone ______

EDUCATION

Degrees Held ______ Major/Minor ______ Education Level (1-8) ______

TEACHING/ADMINISTRATION DUTIES

Subjects Taught ______ No. of Years ______
______ No. of Years ______
Administrative ______ No. of Years ______

WORK EXPERIENCE RELATED TO PRESENT WORK

Location	Description	Dates

Have you identified a need for curriculum revision due to advances in technology in your occupational area? ______ Explain ______
______

List areas of work experience you need: (specific)
1. ______
2. ______
3. ______

Firm where you wish to work
Name ______
Address ______
______ Zip Code ______ Phone ______
Contact Person ______ Phone ______
Have you made contact with this firm? Yes ______ No ______ If yes, explain: ______
______
Does the firm employ your vocational graduates? ______ Percentage ______
Will the firm hire vocational graduates in the future? ______
Proposed dates of exchange: Begin ______ End ______
Will you have student responsibilities during this time? Yes ______ No ______
If yes, have arrangements been made to cover your class? Yes ______ No ______
If yes, how? ______
If you do not have student responsibilities, has extended employment been approved?
Yes ______ No ______ If no, submit extended employment form VE-200 for approval.
Are you willing to complete evaluation forms and a curriculum revision plan? ______

SEE BACK OF THIS SHEET. (APPLICATION MUST BE APPROVED BEFORE IT CAN BE PROCESSED).

FOR OFFICIAL USE ONLY. NOT TO BE COMPLETED BY THE APPLICANT.

School Principal to complete:

Date Received ____________________ Date Approved ____________________

If approved, forward to School Superintendent.

Date Disapproved ____________________ Reason ______________________________

______________________________ Date applicant notified of disapproval __________

Did applicant ask that application be forwarded? __________ If no, date forwarded to Regional Project Director ______________________________.

School Principal ____

School Superintendent to complete:

Date Received ____________________ Date Approved ____________________

If approved, forward to Regional Program Coordinator.

Date Disapproved ____________________ Reason ______________________________

______________________________ Date applicant notified of disapproval __________

Did applicant ask that application be forwarded? __________ If no, date forwarded to Regional Project Director ____________________

Has extended employment been approved? Yes ________ No ________

Superintendent ____

Regional Program Coordinator to complete:

Date Received ____________________ Date Approved ____________________

Is extended employment necessary for this teacher to participate? Yes __________ No __________

Has extended employment been approved by Unit Director, Bureau of Vocational Education? Yes ________ No ________

Date Disapproved ____________________ Reason ______________________________

______________________________ Date applicant notified of disapproval __________

Date application forwarded to Regional Project Director ______________________________

Regional Program Coordinator ______________________________________ established business and industry that presently employs vocational students.

2. Priority will be given to teachers with the least amount of work experience in their teaching area, to those who have taught the longest period of time, and to those who have identified a need for curriculum revision due to the advancement in technology in their occupational area.
3. Participants will need to have shown a desire to participate by making application and agreeing to complete necessary documents to update their curricula and evaluate their experiences.
4. Consideration will also be given to those with special needs.

Criteria were also established for the selection of business and industry sites for the exchange. The criteria established for the Appalachia Staff Exchange Project are outlined below.

Business/Industry Site Selection

The following should be considered and used as criteria for the selection of business and industrial sites where the vocational educator will work as a participant in the staff exchange project.

1. The site will meet the needs identified by the applicant.
2. The site presently employs vocational students or is a new firm that will employ vocational students in the future.
3. The site has worked out a cooperative agreement with the Project Director.
4. A supervisor will be assigned to the participant and will evaluate the participant at the end of his work experience.
5. A work schedule developed and agreed on by the site and the participant.

When the application has been received by the project staff, it is checked for completeness and to ascertain whether all necessary approvals have been received. If the application has been approved, the work site must be evaluated as to its suitability for the Staff Exchange Program. Suitability is based upon the determination of the apparent ability of the site to provide the experiences needed by the teacher (or administrator) and upon the degree which the site satisfies the criteria listed previously.

A project staff member arranges to visit the site by getting in touch with the contact person indicated on the application or by identifying a contact person where none has been indicated on the application.

During the visit to the site, the staff person inspects the premises or area where the teacher wants to train, talks with the contact person, and asks him to sign a Work Agreement which contains information about the teacher, his work experience needs, and the roles and responsbilities of all parties. A copy of the Work Agreement is on page 64.

The evaluator completes an evaluation instrument which lists skills and competencies needed by the applicant and the evaluator's assessment of the ability of the exchange site to provide these skills and competencies. He recommends approval or disapproval and indicates his reasons. A copy of the evaluation instrument is on page 65.

If the exchange is approved, the applicant is notified, signs the Work Agreement, and receives a copy of a Work Outline (see page 68) which is a log of his activities during his exchange experience. The applicant also completes a Cost Estimate Sheet estimating the anticipated expenses associated with the exchange (see page 69).

In order to determine the current status of the particular applicant, a Status Sheet (see page 70) is prepared when the application is received. The Status Sheet promotes efficient monitoring by providing spaces for entering information concerning the evaluation of exchange sites, the notification of appropriate parties about the applicant's status, and records of site visits, receipt of evaluation forms, and receipt of curriculum plans. Finally, there are provisions for recording the dates when certificates of completion

KENTUCKY DEPARTMENT OF EDUCATION

Bureau of Vocational Education

Staff Exchange
Work Agreement

Region ________________ School ____

Educator's Name ____________________________________ Social Security No. ______________

Educator's Address ____ Zip Code ________________

Home Phone __________________ Age _____________________ Sex __________________

In Emergency Notify ____

Position _________________ Service Area __________________ No. Years _________________

WORK EXPERIENCE RELATED TO PRESENT WORK

Location	Description	Dates

Firm Name ____

Firm Address ____ Zip Code ______________

Supervisor of Educator ____

Work Schedule:

Work Experience at firm will start (date) ____________________ and end ____________________

Hours per day __________________ Will he be paid by this firm? ____________________

Will he remain on vocational education payroll? ____________________________________

Work Skills and Competencies desired by the educator:

____

____

____

____

(PLEASE READ AND SIGN THE BACK OF THIS SHEET)

Copy to: Firm
Educator
Project Director

WORK AGREEMENT

The cooperating firm agrees to items listed below:

To provide the educator with opportunities to learn to do well as many jobs as possible.

To assist the educator with ways which he has found desirable in doing his work and handling his problems.

To assist the project director to make an honest appraisal of the educator's performance on the job at the end of the specific period agreed upon.

To avoid subjecting the educator to unnecessary or unusual hazards.

To notify the next of kin and school in case of accident, sickness, or any other serious problem which arises.

To permit and expect the project director to confer with the educator for a reasonable period time on supervisory visits to the business.

Other: ______________________________

Signature: ______________________

The educator agrees to items listed below:

To keep the employer's interest in mind and to be punctual, dependable, and loyal.

To follow instructions, avoid unsafe acts, and be alert to unsafe conditions.

To be courteous and considerate of the employer, co-workers, and others.

To keep such records of his work experience and to make such reports as required by project director.

To conform to policies and regulations of the employer.

Other: ______________________________

Signature: ______________________

The project director agrees to items listed below:

To visit the educator on the job to evaluate work experiences and assist educator and supervisor when necessary.

To show discretion at the time and circumstance of these visits, especially during emergency periods, when work is pressing.

To recognize that much of the information gathered at the employer's business is confidential.

To avoid incurring any personal obligation to this firm.

Other: ______________________________

Signature: ______________________

SITE EVALUATION

Approved Disapproved ____________________

____

Educator ____________________ Date Visited ____________________

Name of Firm ____________________ Dates of Exchange ____________________

Persons Interviewed ____________________

____

QUESTIONS TO BE COVERED

Is the firm able to provide the training and experiences needed to develop the desired skills and competencies?

Will the firm provide an opportunity for the educator to practice the desired new skills and competencies?

Does the firm have the proper equipment needed for practice?

Will the firm provide proper supervision?

Are duties and tasks to be completed for the exchange satisfactory to the firm?

Yes No ____________________

Does the supervisor agree to work with the educator and complete the evaluation form? __________
Name ____________________

What will the working hours be? __________ Will educator be employed? __________

Are there any pertinent working arrangements and conditions?

____

____

Was agreement signed? __________ Was evaluation sheet left? __________

Site Evaluator ____________________

KENTUCKY DEPARTMENT OF EDUCATION
Bureau of Vocational Education

Vocational Educator Staff Exchange Work Outline

Name of Educator ______________ School ______________ Started ______________ Ended ______________

Work Sponsor ______________ Address ______________ Supervisor ______________

WORK OUTLINE	DATE	DAILY DESCRIPTION OF WORK

______________ Forwarded to Project Director
Date

____
Educator Signature

BUREAU OF VOCATIONAL EDUCATION

Appalachian Staff Exchange Project

Cost Estimate Sheet

NAME____

SCHOOL__________________________ REGION______________

ADDRESS_________________________ ZIP CODE______________

NAME AND ADDRESS OF EXCHANGE SITE

____

____

________________________________ ZIP CODE______________

How far is the exchange site from your work address? ______________Miles

Do you plan to commute daily? Yes_____ No_____

What is the total distance you will be driving? ____________Miles
At 14¢ a mile, what is the total travel? $____________

If you do not plan to commute, how many nights of housing will you require reimbursement?____________. Cost per night $___________
Total cost of housing $____________________

The estimated total cost of meals is $________________

The above estimates are based on state travel regulations and I understand receipts are required for housing, meals, or any other charges over $2.00.

____
Signature of Applicant

STAFF EXCHANGE CONTROL SHEET

NAME	REGION	COUNTY	SCHOOL	Date Application Received	Date Site Approved	Date Agreement Signed	Date Participant Receives Materials	Date Cost Est. Agreement Forwarded	Date Administrator Informed	Date of Exchange*	Date Work Evaluation Made	Date Educator Evaluation Received	Date Supervisors Evaluation Received	Date 4 Evaluation Sheets Rec'd

*Controls Activities

and appreciation were sent.

A business and industry person may apply for the program with a shorter application form (see pages 72-73). He or she indicates, from a list provided, the tasks he or she wishes to engage in during the experience. On pages 74-75 is a task list for the business industry person's application.

The project staff must review the application for completeness and the appropriate approvals. The school site which the applicant wishes to visit must be approved. This requires a visit by a project staff member, using an evaluation form designed for that purpose (see page 76).

Implementation Follow-up

After the models have been implemented, some follow-up activities are needed. A Certificate of Participation (see pages 77-78) is sent to the participating business firms and schools to signify their involvement in the project. After the exchanges have been completed, a Certificate of Appreciation is sent to business/industry participants to convey the feelings of the project personnel concerning the contributions made to occupational education by the business or industrial firm (see page 79). A Certificate of Achievement (see page 80) is sent to vocational educators who participated.

It is also necessary to gain some evaluative feedback from participants as follow-up activity. The evaluation plan is described in Chapter 6.

SE-3

BUREAU OF VOCATIONAL EDUCATION

Staff Exchange Application for Business and Industry Personnel

Date ____________

Name ____________ Employer ____________

Work Address ____________ Zip Code ____________

Home Address ____________ Zip Code ____________

Work Phone ____________ Home Phone ____________

Social Security No. ____________ Age ____________ Sex ____________

Work Responsibility ____________

WORK EXPERIENCE RELATED TO PRESENT WORK

Location	Description	Dates

EDUCATION

Degrees Held ____________ Major/Minor ____________ Education Level (1-18) ____________

School where you wish to participate in the exchange program:

Name ____________

Address ____________

____________ Zip Code ____________

Have you made contact with anyone at this school? Yes ____________ No ____________ If yes, explain

Does your firm employ vocational graduates? Yes ____________ No ____________

Will your firm hire vocational graduates in the future? ____________

Proposed dates of exchange: Begin ____________ End ____________

Are you willing to evaluate your experiences by using forms provided and complete a strategy plan of how you are using the experiences you acquired? Yes ____________ No ____________

To be completed by immediate supervisor:

Date Received ______________________ Date Approved ______________________

If approved, forward to management for final approval.

Date Disapproved ______________________ Reason ______________________

______________________ Date applicant notified of disapproval ______________

Immediate Supervisor ____

To be completed by management:

Date Received ______________________ Date Approved ______________________

If approved, forward to project director.

Date Disapproved ______________________ Reason ______________________

______________________ Date applicant notified of disapproval ______________

Date application forwarded to Project Director ______________________

Firm President ____

Patrick E. White, Project Director
Staff Exchange Project
Bureau of Vocational Education
2035 Capital Plaza Tower
Frankfort, Kentucky 40601

TASK LIST FOR THE B & I PERSON'S APPLICATION

Instructions: Indicate which of the tasks you wish to participate in or perform by circling the yes or no to the right of the task statement

Yes	No	tour the school and inspect the facilities
Yes	No	informally interview and talk with the school's principal or director
Yes	No	present lecture(s) and/or demonstration(s) to students in one's own vocational area
Yes	No	work with and guide students in one's vocational area while they are practicing skills and competencies
Yes	No	present lecture(s) and/or demonstration(s) to teachers in one's own vocational area
Yes	No	work with and guide teachers in one's own vocational area while they are practicing new skills and competencies
Yes	No	present lecture(s) and/or demonstration(s) to the faculty of the school
Yes	No	present lecture(s) and/or demonstration(s) to students of other vocational areas
Yes	No	informally interview and talk with area teachers
Yes	No	informally interview and talk with other area students
Yes	No	work with students in other vocational areas
Yes	No	review curriculum materials and discuss with the teacher the skills and competencies expected of students in one's vocational area
Yes	No	review curriculum materials and discuss with the teachers the course content
Yes	No	interview students concerning their skills and competencies
Yes	No	review curriculum materials and discuss with the teachers the methods of presentation of the course content
Yes	No	observe the teacher in the utilization of the method of presentation of the course content
Yes	No	assess and discuss with the teacher the adequacy of the shop or lab facilities

Yes	No	assess and discuss with teachers the adequacy of the materials and equipment necessary for students to practice new skills and competencies
Yes	No	assess and evaluate the total program in one's own vocational area
Yes	No	make judgements of the total program in one's own vocational area
Yes	No	make recommendations to improve the school's program in one's own vocational area
Yes	No	review materials and discuss with faculty and administration members parts of or the whole school program
Yes	No	informally assess and discuss with faculty and administration members the adequacy of school and shop or laboratory facilities for parts of or whole project
Yes	No	informally assess and discuss with faculty and administration members the adequacy of materials and equipment for parts of or the whole school's program
Yes	No	informally assess, evaluate, and make judgements on parts of or the whole school program
Yes	No	make recommendations to improve parts of or the whole program
Yes	No	interview students concerning possible employment possibilities
Yes	No	develop channels for the placement of future students
Yes	No	develop lines for future communication between the school and one's own firm
Yes	No	be informed about cooperative education possibilities
Yes	No	be informed about serving in an advisory capacity to the school

Other tasks not on the list: ____

____

____

____

____

EVALUATION OF SCHOOL SITE

Approved Disapproved ______________________________

____

____

B & I Person ______________________ Date Visited ______________

Firm ______________________________

Dates of Exchange ______________________________

School ______________________________

Location ______________________________

Will the B & I person commute? Yes No Commuting Distance ______________

Review the list of selected tasks with school personnel.

Persons Interviewed ______________________________

____

Are the duties and tasks to be completed for the exchange satisfactory to the school? Yes No (On the list, indicate which are not) ______________

____

Does the coordinating educator agree to work with the B & I person and complete the evaluation form? Yes No ______________________

____

Coordinating Educator's Name ______________________________

Does the school seem to want to cooperate? Yes No ______________

____

Is the firm agreeable on the terms and will the firm sign an agreement? Yes No

____

Are there any special conditions or working arrangements? ______________

____

____

Are there any additional tasks to be completed not on the list? ______________

____

____

Site Evaluator ______________________________

DEPARTMENT OF EDUCATION

Bureau of Vocational Education

Certificate of Participation

---

is a participating employer in the Staff Exchange Project.

The Staff Exchange Project is a cooperative effort between the Bureau of Vocatonal Education and Business/Industry. This allows vocational teachers and administrators to exchange work stations with skilled technicians and supervisors in business/industry; thereby, providing a more relevant occupational education.

Assistant Superintendent for Vocational Education

Employer

Director, Staff Exchange Project

DEPARTMENT OF EDUCATION

Bureau of Vocational Education

Certificate of Participation

COMMONWEALTH OF KENTUCKY

is a participating school in the Staff Exchange Project.

The Staff Exchange Project is a cooperative effort between the Bureau of Vocatonal Education and Business/Industry. This allows vocational teachers and administrators to exchange work stations with skilled technicians and supervisors in business/industry; thereby, providing a more relevant occupational education.

Assistant Superintendent for Vocational Education

School Principal

Director, Staff Exchange Project

In Cooperation with the Kentucky Department of Education
Bureau of Vocational Education
Awards This

Certificate of Appreciation

____

This citation is for cooperation and assistance given to the Staff Exchange Project to provide more relevant occupational education.

Given this ____________ *day of* ________________, 19____.

____
Assistant Superintendent for Vocational Education

____
Director, Staff Exchange Project

WORK EXPERIENCE RECEIVED

Subject	Hours of Work

STAFF EXCHANGE
RECORD OF

Name ______________________

IN THE JOB OF

____
School

IN COOPERATION WITH

____
Employer

AND THE BUREAU OF VOCATIONAL EDUCATION

Applicant Enrolled in the Program

______________ 19___ and Terminated.

on ______________________ 19___.

____
Educational Institution

In Cooperation with the Bureau of Vocational Education

Hereby Grants to ______________________

This

Certificate of Achievement

for Satisfactorily Completing the
Staff Exchange Program In

____

Given in ______________________ In Cooperation
city

With ______________________
employer

This __________ Day of ______________ ,19 ______

____
School Principal

____
Employer

____
Regional Director

____
Director, Staff Exchange Project

CHAPTER 5

WORKSHOPS

There is a need for incorporating a series of workshops in the operating phase of a Staff Exchange Program.

Pre-Exchange Workshops

A number of small workshops should be conducted near the beginning of the operational phase to help participating teachers and administrators clearly understand what is expected of them and what special procedures they must follow. Usually these workshops should be conducted in a vocational region and involve all those who are about to engage in an exchange.

A member of the project staff should conduct each of these one-day meetings. The following topics are deemed most appropriate for these meetings:

- Orientation to the Staff Exchange Program
- Overview of procedures to be followed
- Time schedule for activities
- Forms to be completed
- Work outline (see page 68)
- Competency sheets (see pages 83-84)
- Socio-Economic Assessment of Business and Industry (see pages 86-88)
- Travel Regulations
- Evaluation procedures
- Explanation of procedures for those seeking college credit for the exchange experience.
- Introduction to Competency-Based Education

These workshops should prepare the participants for the actual exchange experience as well as prepare them for the follow-up activities related to curriculum revision and/or the incorporation of new teaching/management techniques in their vocational programs.

An important part of the pre-exchange workshop is that portion concerned with helping teachers understand the use of the Work Outline, the Competency Sheets, and the Socio-Economic Assessment of Business and Industry. The Work Outline is prepared by the educator while he is on the exchange. It is a report or log of his activities each day during the exchange. The activities listed on the form should correspond with the activities or work experiences contracted for on the Staff Exchange Work Agreement (see page 64).

The Competency Sheets (see pages 83-84) are developed for a specific competency acquired while on the exchange. The sheets are used after the exchange as a basis for modifying the curriculum to include this competency. Of course, more than one set of competency sheets is needed if several new competencies were acquired by the educator and he intends to incorporate these in the curriculum.

The first competency sheet lists the competency to be learned and provides for a description of the value of the competency in a specific occupation. Also provided on the first sheet is space for listing the tools, equipment, materials, and supplies needed to demonstrate the competency in a classroom or laboratory.

The second competency sheet, labeled "Competency Outline," has space for specifying the standards of performance for the competency. It also provides a performance guide which allows for the listing of "Knowing" or knowledge steps and "Doing" or action steps.

The competency sheets complement the Work Outline which the educator completes while on the exchange.

COMPETENCY SHEET

Industry Job Competency

Value of the above competency to your instructional program (Write a short paragraph describing the importance of the competency to your occupation)

Industrial Equipment Tools, Materials Needed, and Supplies to Demonstrate Competency in Classroom or Laboratory

Level of Competency (Specifications or Standards of Performance)

Performance Guide

Operational (Sequence to Perform Competency)

Knowing	Doing

COMPETENCY OUTLINE

Level of Competency (Specifications or Standards of Performance)

Performance Guide

Operational (Sequence to Perform Competency)

Knowing	Doing

The Socio-Economic Assessment of Business and Industry (see pages 86-88) is designed to help the educator understand the cultural and socio-economic aspects of the occupation. He or she should then be better prepared to help students understand these aspects and make easier adaptations when they take jobs in the business or industrial world.

Two other important topics in the pre-exchange workshop are the evaluation procedures and the introduction to Competency-Based Education (CBE). The participants should be familiar with the types of evaluation procedures used in the project. This includes the Educator's Evaluation of the Site and Experience and the Evaluation of Site Work. These forms are explained in Chapter 6 of this Handbook. The importance of providing evaluative information about the experience should be stressed.

If Competency-Based Education (CBE) is important in your state, regional, or local school district, then educators must have an orientation to this approach to vocational education. The Project Staff felt that this was an appropriate approach to curriculum development and educators were asked to develop instructional modules under the CBE model during the post-exchange workshops. Thus, the ideal time to present an orientation to CBE is during the pre-exchange workshop.

Dissemination and Evaluation Conference

At the end of the operating phase, there is a need to conduct a conference designed to disseminate information, evaluate the exchange project, and provide follow-up assistance to participants. The Kentucky Appalachia Vocational Staff Exchange Project conducted such a two-day conference. (See Appendix V for the agenda).

The First Day

The first day of the conference was devoted to information dissemination

SOCIO-ECONOMIC ASSESSMENT OF BUSINESS AND INDUSTRY

Name of Vocational Teacher:

Occupation Area:

School Employed:

Address of Firm:

Supervisor of Exchange Experience:

Background or History of Firm and other Business and Industry:

Living Conditions:

- Housing Opportunities (Cost)
- Approximate Cost of Living
- Approximate Cost of Utilities and Hook-up
- Approximate Average Income Level of Community
- Social Life Opportunities
- Recreational Opportunities
- Civic Clubs Available
- Churches Available
- Schools (Private, Public, Colleges or Universities)
- Shopping Areas
- Major Highways and Other Transportation

Management Organizational Structure:

Shop Organizational Structure:

Communication and Human Relations Conditions:

Type of Work (Production, Piece Work, Job Shop, Service, Etc.):

Quanuity of Work Expected:

Quality of Work Expected:

Type of Equipment Used: ______________________________

____

Work Schedules:

Hours per week ______________________________

Overtime Opportunities ______________________________

Work Shifts Available (3-11) (11-7) (7-3) ______________________________

Union Status:

Benefits ______________________________

Fees ______________________________

Number of Strikes (Last 3 Years) ______________________________

Apprenticeship Program Available ______________________________

Turnover Rate of Employees (3 Years): ______________________________

____

Working Conditions:

Housekeeping ______________________________

____

Safety (Dress Code) ______________________________

____

Temperature ______________ **Light** ______________

Noise Level ______________ **Dust** ______________

Employee Benefits:

Life Insurance ______________________________

Hospital Insurance ______________________________

Retirement Program ______________________________

Sick Leave ______________________________

Vacation Policy ______________________________

Promotional Opportunities:

Within Business or Industry ______________________________

Within State ______________________________

Out of State ______________________________

Educational Opportunities:

Pay Full Expenses ______________________________

Pay Part of Expenses ______________________________

Pay No Expenses ______________________________

Provide Time Off to Attend Education Courses ______________________________

Part-Time Employment Opportunities: ______________________________

____

and evaluation activities. In attendance were vocational education and business and industry personnel who participated in exchanges, representatives of vocational education regions outside the Appalachian area, third-party evaluators, representatives from the Bureau of Vocational Education in the Kentucky Department of Education, members of the Staff Exchange Project Advisory Committee, and other interested parties.

The theme of the meeting, "Business-Industry and Vocational Education Leaders Interchanging Ideas," was underscored by the speakers on the program and the spontaneous "testimonials" from participating educators. The effort was to get as much interchange as possible. Comments concerning project management and operations were solicited as well as evaluative comments concerning the value of the exchanges themselves. Advice was offered to other vocational regions where staff exchanges are being contemplated.

Participants in the first day of the conference were asked to evaluate the conference. The evaluation instrument used is presented on page 90.

The Second Day

The second day of the conference was devoted to a series of four follow-up workshops. Participants on the second day were vocational teachers and administrators, representatives of vocational regions, and representatives from the Bureau of Vocational Education. Participants were divided into four groups--each individual having an opportunity to attend three of the four workshops during the day.

Workshop A was designed to provide teachers with guidance and assistance in revising their curricula based on their exchange experiences. On the next page is the agenda for Workshop A.

Workshop A started with the identification of attendees so that the

STAFF EXCHANGE WORKSHOP

August 13, 1976

AGENDA

TOPIC: Revision of Curricula to Reflect Current Practices in Business/Industry

TIME SCHEDULES: (9:30 a.m. - 10:30 a.m.) (10:45 a.m. - 11:45 a.m.)
(12:45 p.m. - 1:45 p.m.)

GROUP A
WORKSHOP LEADERS: Jack McElroy - Teacher Educator
Charles Lash - Teacher Educator

WORKSHOP OUTLINE OR ACTIVITIES:

I.	Introduction and Purpose of Workshop	Jack McElroy
II.	Introduction of Competency-Based Education (Kentucky Model)	Charles Lash
III.	Introduction of Module Components	Jack McElroy
IV.	Individual Work Activities	Charles Lash Jack McElroy

Please indicate who you represent by checking the appropriate block:

Evaluation Sheet #1

☐ *Business & Industry* ☐ *Education*

Evaluation Sheet for the Kentucky
Appalachia Vocational Staff Exchange Conference

August 12-13, 1976

The purpose of this evaluation is to help the Bureau of Vocational Education better plan future conferences and give assistance toward improving the Staff Exchange Project.

DIRECTIONS: Please read each statement and decide how you feel about it. You will agree with some statements and disagree with others. You are offered three possible answers to each statement. (CIRCLE APPROPRIATE NUMBER) The undecided answer should be circled only when you have no opinion. Please answer all statements.

NOTE: Feel free to make comments related to the statements listed below:

STATEMENTS	AGREE	UNDECIDED	DISAGREE
1. The purpose of the staff exchange program was explained clearly	1	2	3
Comment ________________________________			
2. The objectives of the staff exchange program were clearly explained.	1	2	3
Comment ________________________________			
3. I did not have an opportunity to express my ideas.	1	2	3
Comment ________________________________			
4. Too much time was devoted to trivial matters	1	2	3
Comment ________________________________			
5. I understand how the Staff Exchange Program operates along with my role as a business/industry person or as an educator	1	2	3
Comment ________________________________			

6. Please list subject areas you did not understand:
1.________________________________
2.________________________________
3.________________________________
4.________________________________

7. Please make suggestions that you feel will improve the Staff Exchange Program:
1.________________________________
2.________________________________
3.________________________________
4.________________________________

original training plan submitted by each participant could be pulled from his file and given to him. The file materials were used in some of the later workshop activities. The purpose of the session was then explained to participants.

The specific objective of the workshop session was as follows:

> Given the Kentucky Model, each teacher will write a module based on a competency (task) that was completed during the staff exchange experience. The competency will be taken from the work outline and/or competency sheet #1 and will be evaluated by workshop leaders.

The criterion reference measure for this objective would be the modules developed by the teachers based on their experiences and using the Model provided.

An explanation of the Kentucky Model for Competency-Based Education was provided by a staff member of the Curriculum Development Center. The following characteristics were outlined as being basic to Competency-based Education:

1. Determination of educational objectives is based on industry needs and is accomplished through task analyses.
2. Evaluation of performance is based on the attainment of competencies (tasks identified in Step 1).
3. A modified individualized instructional approach is used to tie competencies and evaluation together.

The teachers then received instruction in the writing of task statements. The outline for this section of the presentation is presented on page 92. Following the outline (pages 93-94) is a checklist which is to be used to help in standardizing task statements.

Participants were then given instruction in developing objectives from the task statements. The handout on writing objectives follows the task statement checklist (page 95). It shows objective-writing as a five-step

WRITING TASK STATEMENTS

1. **Task** - May be defined as discrete unit of work performed by an individual, where each unit has a definite beginning and ending within a limited period of time.

2. Components of Task Statement -

   a. Verb - The verb must be in the first person singular, active voice. The subject "I" is understood, not written.

   b. Object - The thing acted upon.

   c. Qualifier - The use of qualifying phrase is optional and should be used only when necessary to clarity the meaning of the task.

3. Examples of Task Statements -

   a. Replace spark plugs.
   (verb) (object)

   b. Inventory supplies.
   (verb) (object)

   c. Select special slides from drum for showing.
   (verb) (object) (qualifier)

   or, Show special slides selected from drum.
   (verb) (object) (qualifier)

TASK STATEMENT CHECKLIST

1. Spell out all abbreviations, at least the first time they are used, followed by the abbreviation in parentheses.

2. Use career field terminology so that the task will have the same meaning to all workers.

3. Keep statements brief.

4. Tasks should differentiate between skill-level groups, different kinds of supervisors, supervisors and journeymen, between journeymen and apprentice.

5. Tasks should differentiate between kinds of jobs in same skill level.

6. Tasks should differentiate between career ladders if more than one ladder is covered in the inventory.

7. There cannot be overlap between tasks within or between duties. A task may appear only once in a task list.

8. Supervisory task statements should not exceed 25% of the inventory coverage. If both supervisors and workers do it - put the task in the worker section.

9. Look for parallel tasks across duties.

   (a) A task that is supervised must be performed.
   (b) Equipment that is inspected is probably repaired.

10. Each statement should stand alone as a sentence except for the pronoun "I."

11. Avoid redundant qualifying phrases such as: in accordance with, as required, as necessary, when appropriate, or appropriate.

12. Avoid task statements that are unrateable in terms of time spent on them. Example: "skill and knowledge" items that begin with words such as:

    (a) "Have responsibility for"
    (b) "Know how to"
    (c) "Understand"
    (d) "Have knowledge of"

13. Avoid vague or ambiguous words such as check, assist, coordinate, recommend, determine, assure, assist, or repair.

14. When qualifying the task, use "such as" followed by two or three examples. Avoid "and/or" and "etc."

15. Use short words instead of long words or expressions.

16. Avoid task statements that are actually steps of tasks.

17. Avoid task statements that are too general.

18. The task statement should have no more than two lines. Do not hyphenate the last word of the first line.

19. Arrange task statements in alphabetical order under each duty.

20. Do not use an action subheading followed by a series of objects.

21. Avoid compound objects if possible.

22. Avoid the use of colons or semicolons. This suggests the statement is probably too long or a combination of tasks.

23. The titles of forms should be spelled out as they appear on the form, followed by the form number in parentheses.

WRITING OBJECTIVE

Step 1 Identify task: Measure the specific gravity of a battery using a hydrometer.

Step 2 Identify the procedural steps or performance outline leading to the accomplishment of the task which includes the following for the above task:

a. Remove battery caps.
b. Insert hydrometer nozzle, compress bulb and then slowly release to draw electrolyte into the barrel.
c. Adjust electrolyte level until float rides freely.
d. Hold hydrometer vertically while taking reading.
e. Take temperature of electrolyte.
f. Return electrolyte to cell from which it was removed.
g. Check remaining cells.
h. Flush hydrometer with clear water.
i. Interpret results.

Step 3 Determine what items, pieces of equipment, etc. are needed to perform the task. (In the example a battery, hydrometer, and specific gravity explanation chart is needed.)

Step 4 Determine minimum statndard for acceptance. (In the example the student's measurement must be within fifty gravity points of the instructor's ratings in all cells.)

Step 5 Write objective to include conditions, standard, and task.

Example for task above: Given a battery, hydrometer, and a specific gravity explanation chart, measure the specific gravity in each battery cell. The measurement should be within 50 gravity points of the instructor's ratings in all cells.

process beginning with the task statement and ending with an objective which states action, conditions, and standards.

Workshop participants were then given a Work Sheet (page 97) and instructed to pick a simple task that they learned during the staff exchange experience. The work outline and/or competency sheet #1 was used for choosing a task. The participants were then allowed some time for completing the Work Sheet.

Module components were then identified and explained to the participants. These modules are packages which explain what the student is to do, what the objectives are, what learning activities are to be undertaken, and what evaluative activities will take place.

There are five components of an instructional module:

1. Introduction -- tells the student what he or she is going to do (task) and why it is important to learn the task. The introduction is short (75-100 words). It is stated in simple words and organized into short, clear sentences. The introduction is written in the second person: You will learn . . .

2. Directions -- similar for all modules. Prerequisites are identified and the student is directed to take the pretest to determine if he or she has already mastered the competency. Directions also help the student get started on the learning activities.

3. Objectives -- one or more are stated for each module. They must be simple and specific. The effort should be to keep the modules from becoming too complex (three or more objectives).

4. Learning activities -- the key to success. The list of learning activities should be kept to one or two pages. The learning activity lists are accompanied by Instruction Sheets (which are designed to enhance certain leaving activities) and Student Progress Check Sheets (which are designed to measure learning and which provide correct answers so that the student can check his own progress).

5. Instructor's Final Checklist -- included to provide the instructor with an instrument to determine if the student has mastered the module (learned the task or achieved the competency).

WORK SHEET

1. Identify Task

2. Identify Procedural Outline

3. Identify Equipment, Materials, Need to Perform Task

4. Determine Standard

5. Write Objective to Include Conditions, Standard and Task

Finally, the participants were given a copy of a module worksheet (see pages 99-104) which is a six-page document to be used in developing modules based on task statements. The participants were then directed to begin the development of a simple module based on their earlier efforts to write a simple task statement. The remaining time in Workshop A was devoted to this activity.

Participants were invited to turn in completed modules for reaction from workshop leaders or to complete them at home and submit them at a later date. They were challenged to write other modules using the Kentucky Model so that their students would be learning the important competencies they will need in today's business and industrial jobs.

Workshop B was designed to provide teachers and administrators with guidelines and assistance in developing a continuous liaison between the school and the business firm. A representative from the State Advisory Council on Vocational Education conducted Workshop B.

The session began with a statement of the importance of effective two-way communication between educators and business and industrial leaders. Then the discussion turned to specific means for achieving communication and cooperation. Among the topics discussed:

- The use of craft or program advisory committees
- The use of resource persons from the business/industrial community
- The use of teacher volunteers to speak to civic and community groups
- The use of public relations activities (through various media approaches
- The use of student organizations
- The use of feedback from former students

Module Worksheet

INTRODUCTION

Module Title: ______________________________

Module Writer: ______________________________

Introduction

Module No.__________

Module Worksheet

DIRECTIONS

Module Title: ______________________________

Module Writer: ______________________________

Directions

Module No.__________

101

Module Worksheet

OBJECTIVES

Module Title: ______________________________

Module Writer: ______________________________

Objective

Module No.__________

Module Worksheet

LEARNING ACTIVITIES

Module Title: ____

Module Writer: ____

LEARNING ACTIVITIES

No.	➡ or ✓	Activity

Module No. ________
103

Module Worksheet

CHECK-OUT ACTIVITIES

Module Title: ________

Module Writer: ________

STATEMENT OF DIRECTIONS	
CHECK-OUT ACTIVITIES	

Module No.__________

Module Worksheet

INSTRUCTOR'S FINAL CHECKLIST

Module Title: ____

Module Writer: ____

Item No.	Checklist Item

- The use of cooperative work experience programs
- The use of placement and follow-up procedures

The side benefits or spin-offs from such activities were also discussed.

Kentucky's program of local, regional, and state adivsory groups was outlined and some time was devoted to a discussion of how such groups could be funded and helped in doing more to promote the liaison between education and the business community.

Finally, the participants were asked to write their thoughts concerning developing a continous liaison with business and industry representatives. These were not to be well-developed plans but rather preliminary thoughts which could lead to the development of written plans at a later date.

Workshop C was designed to provide guidance to teachers in developing educational programs which would help students to adapt to cultural settings similar to ones they are likely to encounter after job placement.

The session was conducted by a university faculty member who had worked with the Project Staff on an internship connected with his graduate studies. He started the session with some comments about job satisfaction studies and other research concerning why people fail to succeed in getting and keeping jobs. The message that came through was that there are factors other than skill training that are important in job success--namely, attitudinal and socio-economic factors.

The Socio-Economic Assessment instrument which the teachers completed while on their exchanges are discussed. The relevance of certain items from the instrument was pointed out. Participants were provided with handouts related to socio-economic factors surrounding various job categories. They were also given lesson plan formats to use in designing some learning activities relating the socio-economic assessments to the vocational programs in the classroom

They were encouraged to "build-in" units or activities which would help develop proper attitudes and develop among students the necessary realistic expectations concerning the socio-economic factors they will face in on-the-job situations.

Each Workshop session was evaluated by the participants. A copy of the form used for Workshops A, B, and C is presented on page 107.

Workshop D was designed to provide interested educators and business/industry personnel with information related to the total management and operation of the Project. The session was conducted by the Project Director.

Participants in Workshop D were given information regarding the original project proposal and the continuation proposal (for the second year of operation). They were exposed to the management models for the planning and operating phases of the project. They were given information about the development of materials, the use of personnel, and the project management, public relations and information dissemination, and evaluation activities. They were given copies of documents, instruments, news releases, and form letters used in operating the project. The effort was to present a "view from the top" without dwelling on trivial matters.

Participants were allowed to ask questions, express their ideas, and offer suggestions for future consideration. The participants in Workshop D also completed an evaluation sheet (see page 108).

ase indicate who you represent by checking
appropriate block:

Evaluation Sheet #2

FOR WORKSHOP A, B, C, PARTICIPANTS ONLY

☐ *Business & Industry* ☐ *Education*

Evaluation Sheet for the Kentucky Appalachia Vocational Staff Exchange Conference

August 12-13, 1976

The purpose of this evaluation is to help the Bureau of Vocational Education better plan future conferences and give assistance toward improving the Staff Exchange Project.

DIRECTIONS: Please read each statement and decide how you feel about it. You will agree with some statements and disagree with others. You are offered three possible answers to each statement. (CIRCLE APPROPRIATE NUMBER) *The undecided answer should be circled only when you have no opinion. Please answer all statements.*

Note: Feel free to make comments related to the statements listed below:

	STATEMENTS	AGREE	UNDECIDED	DISAGREE
1.	The purpose of the workshop was explained clearly. . . . . Comment ____________________	1	2	3
2.	I received assistance that will help me revise my curricula or school operation based on my exchange experiences . . . Comment ____________________	1	2	3
3.	I received assistance that will help me to develop a continuous liaison between the school and the firm including provisions for: a. advisory committees b. cooperative work experience c. student placement. . . . . Comment ____________________	1	2	3
4.	I received assistance in developing an educational program designed to assist students to adapt to cultural settings similar to ones they are likely to encounter after placement. . Comment ____________________	1	2	3

5. Did you receive teaching aids, equipment, reference materials, etc., from the firm where you made your exchange. Please list:
   1. ____________________
   2. ____________________
   3. ____________________
   4. ____________________

6. Use the reverse side for recommendations and suggestions for improvement of the group workshop for future use.

ease indicate who you represent by checking
e appropriate block:

Evaluation Sheet #3

FOR WORKSHOP D PARTICIPANTS ONLY

☐ *Business & Industry* ☐ *Education*

Evaluation Sheet for the Kentucky Appalachia Vocational Staff Exchange Conference

August 12-13, 1976

The purpose of this evaluation is to help the Bureau of Vocational Education better plan future conferences and give assistance toward improving the Staff Exchange Project.

DIRECTIONS: Please read each statement and decide how you feel about it. You will agree with some statements and disagree with others. You are offered three possible answers to each statement. (CIRCLE APPROPRIATE NUMBER) The undecided answer should be circled only when you have no opinion. Please answer all statements.

NOTE: Feel free to make comments related to the statements listed below:

STATEMENTS	AGREE	UNDECIDED	DISAGREE
1. The purpose of the workshop was explained clearly. . . . . Comment ________	1	2	3
2. I received information that will be helpful to implement an exchange proposal . . . . Comment ________	1	2	3
3. The management and operation of the Kentucky Appalachia Vocational Staff Exchange Project was explained clearly. . . . . Comment ________	1	2	3
4. Too much time was spent on trivial matters. . . . . Comment ________	1	2	3
5. I did not have an opportunity to express my ideas . . . . Comment ________	1	2	3

6. Please list areas you did not understand.
   1. ________
   2. ________
   3. ________
   4. ________

7. Please use the reverse side for comments and suggestions that you feel would improve the Staff Exchange Program.

CHAPTER 6

EVALUATION PLANS

The Appalachia Staff Exchange Project proposal called for a comprehensive evaluation system to determine the degree to which project objectives were achieved and to provide information for revising operational procedures. The evaluation system required both internal and external evaluation efforts. The complete Evaluation Plan is contained in Appendix VI.

The Southern Association of Colleges and Schools (SACS) was chosen to develop an internal evaluation system for the project, including the development of instruments to collect data. SACS also conducted the external evaluation of the project.

Internal Evaluation

The internal evaluation system was designated to provide information on a continuing basis during the project year so that necessary adjustments could be made to insure the attainment of the project objectives. The system was also designed to provide valid and reliable information at the end of the project year so that it was possible to (1) determine if the objectives were totally attained, (2) determine the extent to which the objectives were attained, and (3) determine reasons why the objectives were not totally attained.

Most of the internal evaluation system instruments have been discussed in prior chapters. These are the instruments concerned with the evaluation of exchange sites and the evaluation of project meetings (Advisory Committee, Workshops, etc.). These evaluative activities made up the formative portion of the internal evaluation.

The summative portion of the evaluation system called for the parties in an exchange to evaluate the experience. The vocational educators evaluated the exchange sites and their experiences with a form provided by the project staff. On pages 111-3 is a copy of the Educators Evaluation of the Site and Experience form. The instrument is easy to complete and allows for comments concerning special aspects of the exchange. Most items used a Likert-type scale for responses to statements.

While the educator was engaging in the exchange experience, the site was visited by a member of the project staff. The staff person used a two-page form (see pages 114-5) to evaluate the site and the applicant's experience. The first section of the Evaluation of Site Work form was completed by the staff person as he observed the candidate work and talked to the supervisor of the educator-worker. The second part of the instrument was devoted to a more formal interview with the supervisor. Questions were asked about the educator's performance and comments about any aspect of the exchange were solicited.

Finally, the supervisor was asked to complete an Evaluation of the Educator form and submit it to the project staff. This form (see pages 116-7) also made use of a Likert-type scale for responding to statements about the educator and his work experiences.

External Evaluation

The external evaluation plan called for two third-party evaluators to conduct a minimum of four two-day site visits during the year. One of the external evaluators was a representative of business/industry and the other was an educator.

The areas of assessment for the external evaluation were:

4145-017

SITE AND WORK EXPERIENCE EVALUATION
(Educational Personnel)

Educator____ Date____________________

Region____________ School_______________________ Dates of Exchange________________

Firm____________________________________ Supervisor______________________________

Instructions: Circle the response to the right of each statement which best reflects your assessment and opinion. If you are uncomfortable with your response, space has been provided for your comments.

A, agree; UA, unsure–probably agree; UD, unsure–probably disagree; D, disagree

1. The firm provided instruction and training needed to develop my new skills and competencies. A UA UD D

2. My supervisor worked closely with me in my practice of new skills and competencies A UA UD D

Comments on the firm's ability to provide desired skills and competencies.

____

____

3. There was enough time to complete my work plan. A UA UD D

4. I developed all of the skills and competencies identified in my work plan. A UA UD D

5. I performed my new skills and techniques at a level expected of the top fifty percent of employees in my vocational area. A UA UD D

6. I have identified other skills and competencies I need to improve further. A UA UD D

Comments on self assessment and skills and competencies that need further improving.

____

____

7. I would like to participate in another exchange experience. A UA UD D

8. I will recommend to other teachers in my school to participate in program. A UA UD D

(PLEASE READ AND COMPLETE THE BACK OF THIS SHEET)

9. The firm shows interest in an exchange experience with my school. A UA UD D

10. The firm shows interest in employing future graduates. A UA UD D

11. The firm shows interest in cooperative education. A UA UD D

12. The firm shows interest in serving in an advisory capacity. A UA UD D

13. The firm shows interest in aiding educators financially or with donations of materials and equipment. A UA UD D

14. I have developed lines of communication with the personnel of the firm. A UA UD D

15. I have developed student placement channels with the firm. A UA UD D

Comments on cooperation between education and the firm.

____

____

Comments and suggestions to improve the exchange program.

____

____

SITE WORK EVALUATION

Applicant ______________________ Date Visited ______________________

Firm ______________________ Supervisor ______________________

Is applicant making progress on his work plan? Are there any problems with or additions to the work plan?

Is the educator completing forms?

Socio-Economic ________ Work Plan Diary ________ Competency Sheets ________

Are there any problems from the educator's viewpoint? ______________________

Are there any problems from the supervisor's viewpoint? ______________________

Any actions taken ______________________

Person Completing Form ______________________

4145-014

EVALUATION OF THE EDUCATOR

Educator's Name ______________________________ Date ______________

Name ______________________________ Dates of Exchange ______________

Firm ____

Instructions: Circle the response to the right of each statement which best reflects your assessment and opinion. If you are uncomfortable with your response, space on the back page has been provided for your comments.

A, agree; UA, unsure/agree; UD, unsure/disagree, D, Disagree; NA, not applicable.

1. My firm and I were able to provide the instruction and training needed by the educator to develop the desired new skills and competencies. A UA UD D NA
2. My firm and I were able to provide direct experiences needed by the educator to practice the desired new skills and competencies. A UA UD D NA
3. The educator completed all of the tasks identified in the work plan necessary to develop the desired new skills and competencies. A UA UD D NA
4. Not enough time was allowed for this exchange experience. A UA UD D NA
5. The educator performed new skills and techniques at a level expected of the top fifty percent of other employees in this vocational area. A UA UD D NA
6. The educator followed good safety practices. A UA UD D NA
7. The educator updated his/her skills and competencies. A UA UD D NA
8. The educator needs additional work skills and competencies in this vocational area to perform at the level of a supervisor. A UA UD D NA
9. The educator was willing to learn. A UA UD D NA
10. The educator was cooperative to me. A UA UD D NA
11. The educator got along with other workers. A UA UD D NA
12. The educator got along with other supervisors and higher level management. A UA UD D NA

(PLEASE READ AND COMPLETE THE BACK OF THIS SHEET)

13.	I would recommend hiring students from the educator's school.	A	UA	UD	D	NA
14.	This experience has improved relations between my firm and the educator's school.	A	UA	UD	D	NA
15.	I would like to serve in an advisory capacity to the educator's school in my vocational area.	A	UA	UD	D	NA
16.	I would like to go to the educator's school for an exchange experience.	A	UA	UD	D	NA
17.	I would like to work with another educator in an exchange similar to this one.	A	UA	UD	D	NA
18.	Another time of year would be better for this exchange experience.	A	UA	UD	D	NA
19.	This exchange program should be changed to improve it.	A	UA	UD	D	NA

Comments on the educator's work, skills, and competencies:

____

____

Comments on the educator's cooperativeness:

____

____

Comments on and suggestions to improve the exchange program:

____

____

Comments on and suggestions to improve educator's school program:

____

____

1. Project management
2. Use of the project advisory committee
3. Orientation activities
4. Project monitoring
5. Development and use of cooperative agreements
6. Project dissemination activities

Four site visits were made and the evaluation team addressed itself to the appropriate aspects of the project during each visit.

Evaluator Selection Criteria

The project staff outlined the qualifications desired of potential third party evaluation team members. The following criteria were used by SACS to govern the selection of the team:

Representative of the Educational Community:

a. The person will have demonstrated expertise in educational leadership roles as an innovator. He or she will also have shown success in working with groups of people as a change agent.

b. The person will have shown commitment to education by holding an earned graduate degree(s).

c. The person will have had teaching, supervisory, and/or research experiences in occupational education. The combined experiences shall total at least seven years.

Representative of the Business/Industry Community:

a. The person shall have demonstrated expertise in leadership and as an innovator in the business/industry field.

b. The person shall have shown commitment to personal advancement by acquiring training conducive to improving his or her personal performance as a business/industry leader.

c. The person will have had business/industry employment experiences including that of supervision for a combined total of at least seven years.

Site Visits

The purpose of each site visit was determined by relating the evaluation objectives to the time schedule of the project. The following is the outline of the four site visits, including the purposes of each.

Site Visit No. 1 (April 8-9, 1976)--

a. Project status analysis
b. Degree of which the objectives were met in and following up the first year of operation
c. Internal evaluation system used during the first year
d. Time sequence for 1975-76 objectives
e. Rules and regulations affecting 1975-76 operation
f. 1975-76 orientation of project personnel
g. Size of project population
h. Plans to meet 1975-76 objectives

Site Visit No. 2 (May 20-21, 1976)--

a. Assess project management plans
b. Assess second year implementation procedures
c. Assess plans for data collection and internal evaluation system including condensing and modifying items to eliminate the manual retrieval of information
d. Assess cost-benefit analysis plans
e. Assess status of plans to meet all 75-76 project objectives
f. Assess plans for enlargement of staff-exchange participant population in the future years

Site Visit No. 3 (July 26-27, 1976)--

a. Assess project participant placement plans
b. Assess plans for project operation through exchange period
c. Plan final visitation

After each site visit the team submitted a report to the project staff The report described the circumstances and the purpose of each visit. Then a section was included describing the findings on each visit relative to the attainment of project objectives and the execution of plans. Then, when appropriate, commendations for work well-done were offered, recommendations for future consideration were made, and suggestions for specific changes were listed.

Use of Evaluation Information

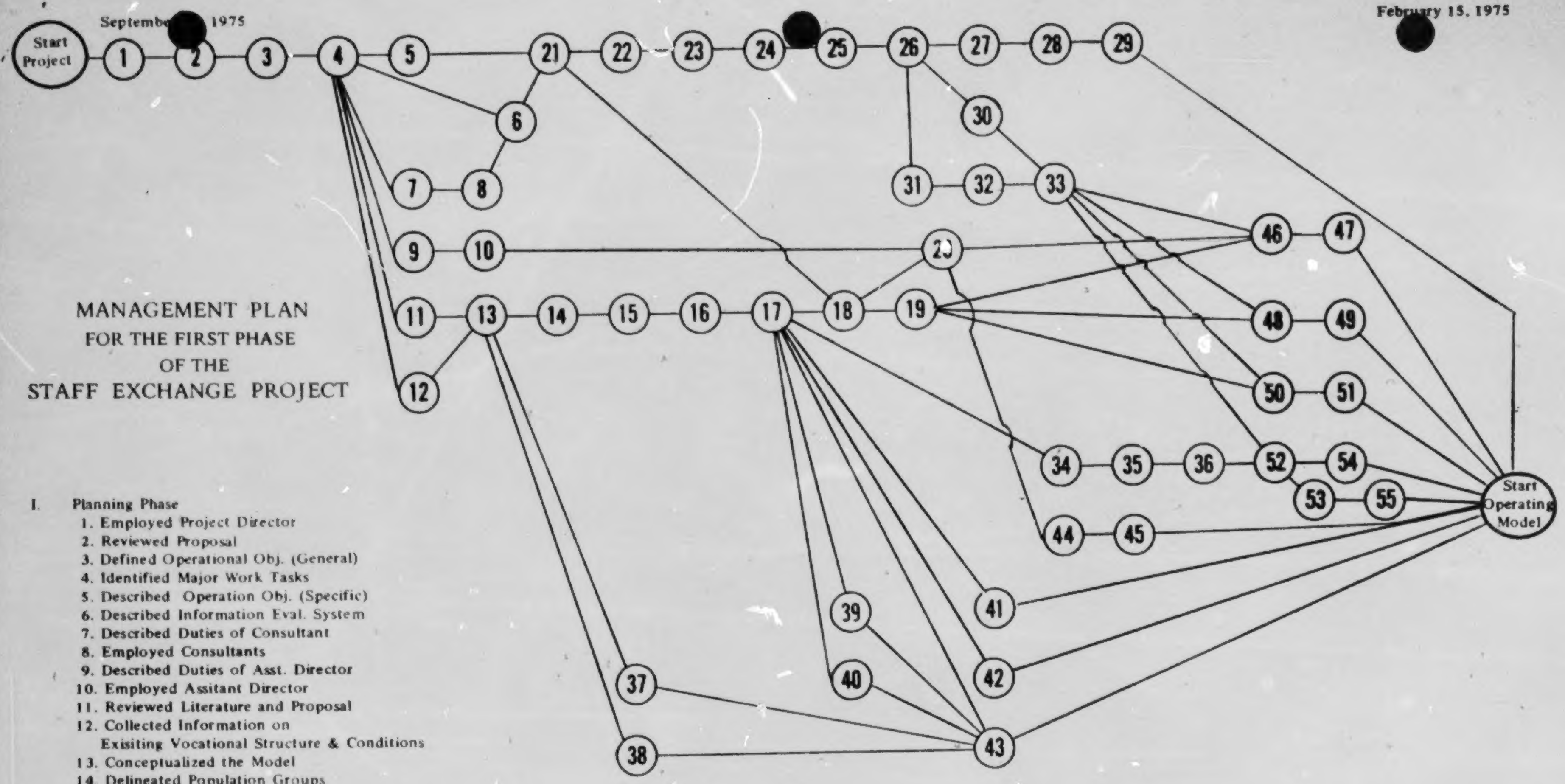
The internal evaluation system was designed to provide information about the extent of attainment of project objectives and to provide a basis for making adjustments during the operation of the project. In this capacity, the internal evaluative system was a type of formative evaluation. Some aspects of the internal evaluation scheme provided evaluative feedback about the overall success of the exchange experiences. In this capacity, the scheme had a summative evaluation purpose.

The same held true for the external evaluation system--some parts were formative and others were summative.

Both types of evaluation from the two systems should be incorporated into the final report of such a project. And the results should have an impact on the approaches taken and procedures followed in future cycles of the staff exchange effort. The project managers must take advantage of evaluative information if they are to do a better job the next time and if they want to be able to meet the accountability criteria to which they must ultimately be subjected.

APPENDIX I

THE PLANNING PHASE PERT CHART



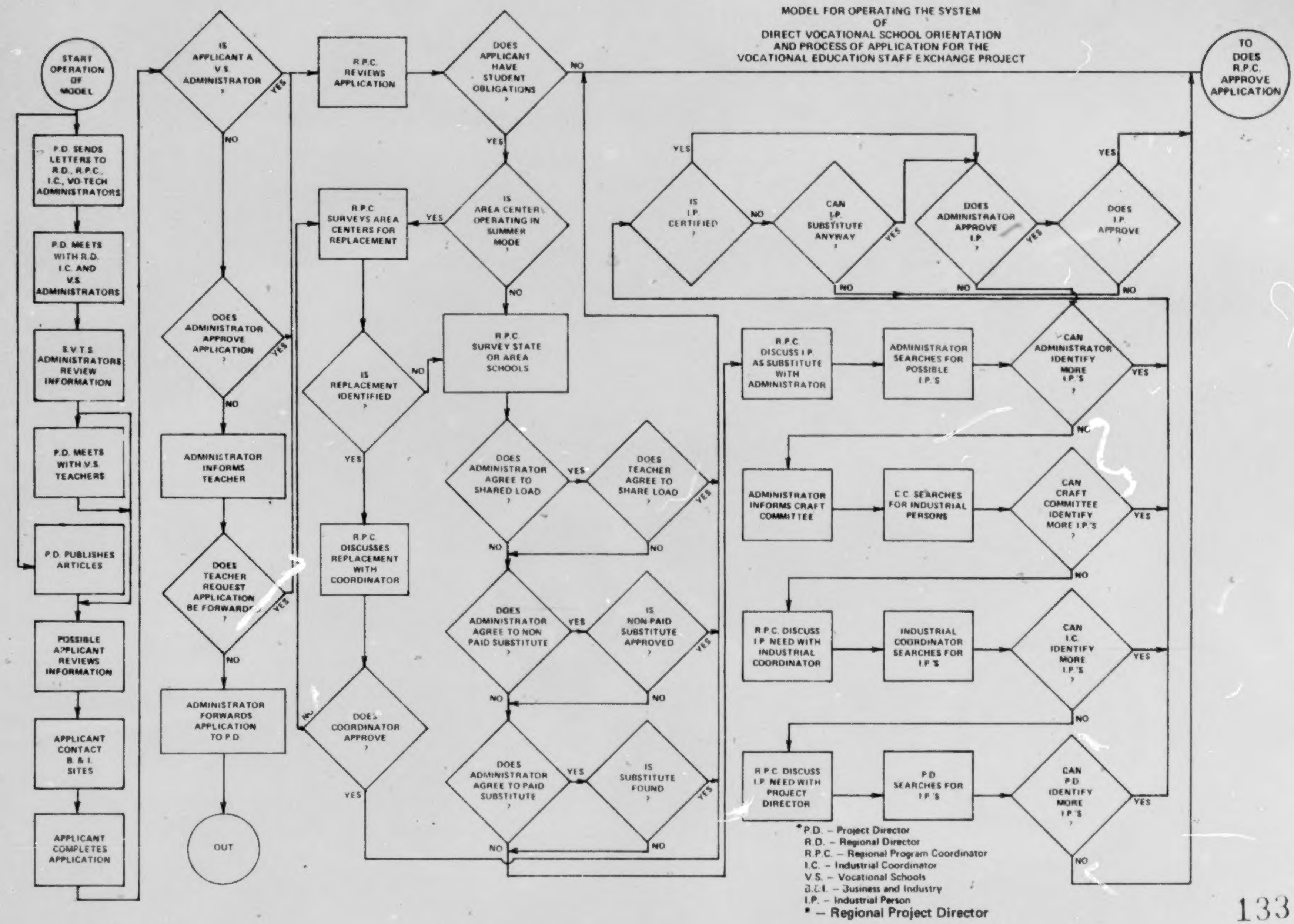
MANAGEMENT PLAN FOR THE FIRST PHASE OF THE STAFF EXCHANGE PROJECT

I. Planning Phase
1. Employed Project Director
2. Reviewed Proposal
3. Defined Operational Obj. (General)
4. Identified Major Work Tasks
5. Described Operation Obj. (Specific)
6. Described Information Eval. System
7. Described Duties of Consultant
8. Employed Consultants
9. Described Duties of Asst. Director
10. Employed Assitant Director
11. Reviewed Literature and Proposal
12. Collected Information on Exisiting Vocational Structure & Conditions
13. Conceptualized the Model
14. Delineated Population Groups
15. Described Model (General)
16. Described Model (Specific)
17. Described Management and Evaluation System of Model
18. Identified Materials, Letters, Instruments Needed
19. Prioritized Materials, Letters, and Instruments Devolpment
20. Developed Materials for Workshops
21. Described Specific Work Tasks
22. Described Eval. Info. of Work Task
23. Sequenced Work Task
24. Estimated Time
25. Developed Calendar
26. Described Duties and Responsibilities (Specific)
27. Identified Advisory Comm. Members
28. Cleared Advisory Committee Members
29. Informed Advisory Committee Members
30. Employed (Outside Evaluators)
31. Employed Add. Nontrained Personnel
32. Trained Personnel
33. Directed Personnel to Perform Work
34. Described Duties of Model Personnel
35. Reviewed Model
36. Modified Model
37. Informed Higher Levels of Voc. Tech. Education Structure (General)
38. Informed Voc. Tech. Community (General)
39. Informed Middle Levels of Voc. Structures (Specific)
40. Informed High Schools (Specific)
41. Informed Business and Industry
42. Informed Local Communities
43. Informed Voc. Community (Specific)
44. Informed Universities
45. Developed Procedures
46. Developed Materials
47. Produced Materials
48. Developed Instruments
49. Produced Instruments
50. Developed Form Letters
51. Produced Form Letters
52. Specified Duties of Model Personnel
53. Obtained Clearing for Model Pers.
54. Developed Final Model Document
55. Informed and Trained Model Personnel

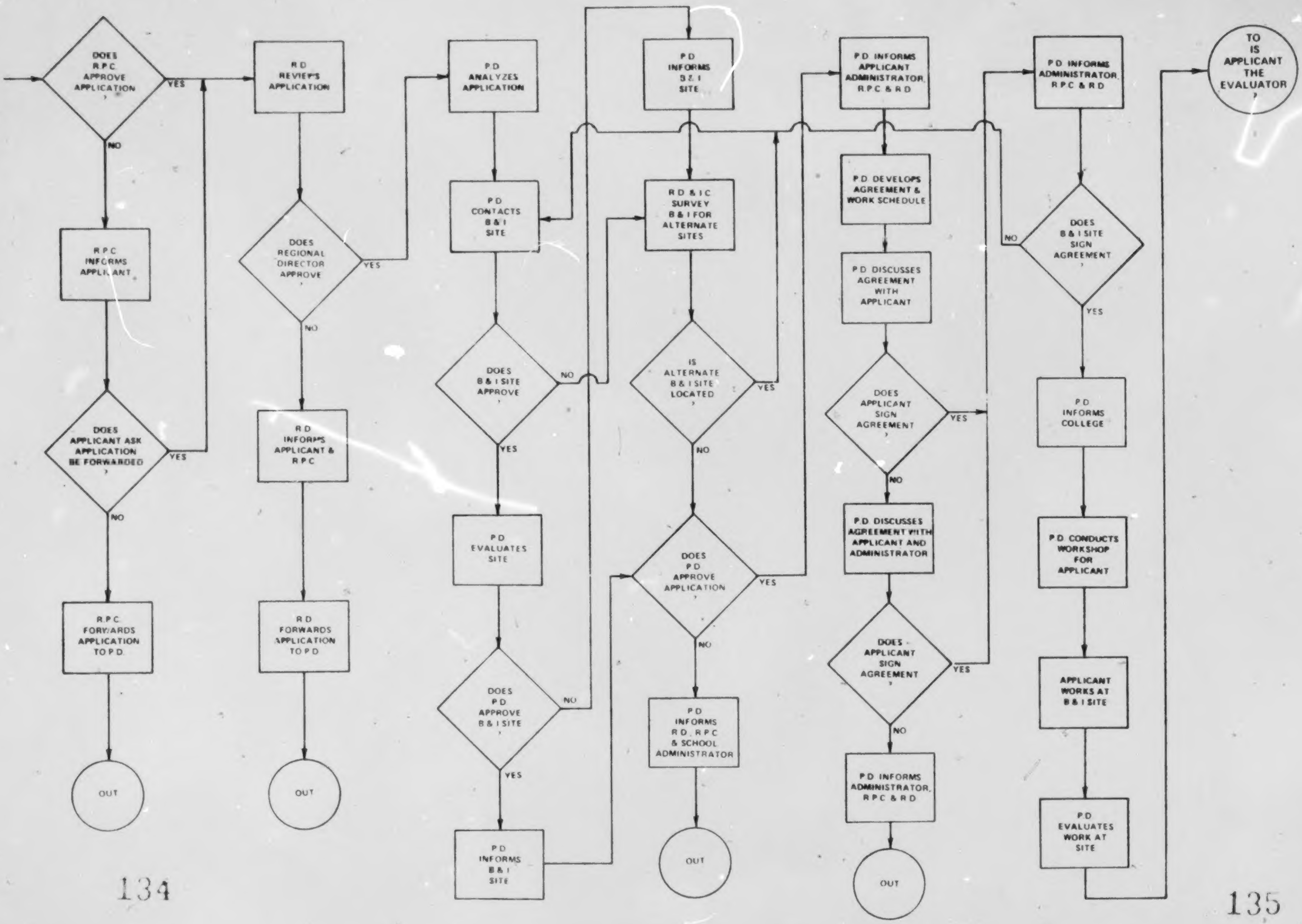
APPENDIX II

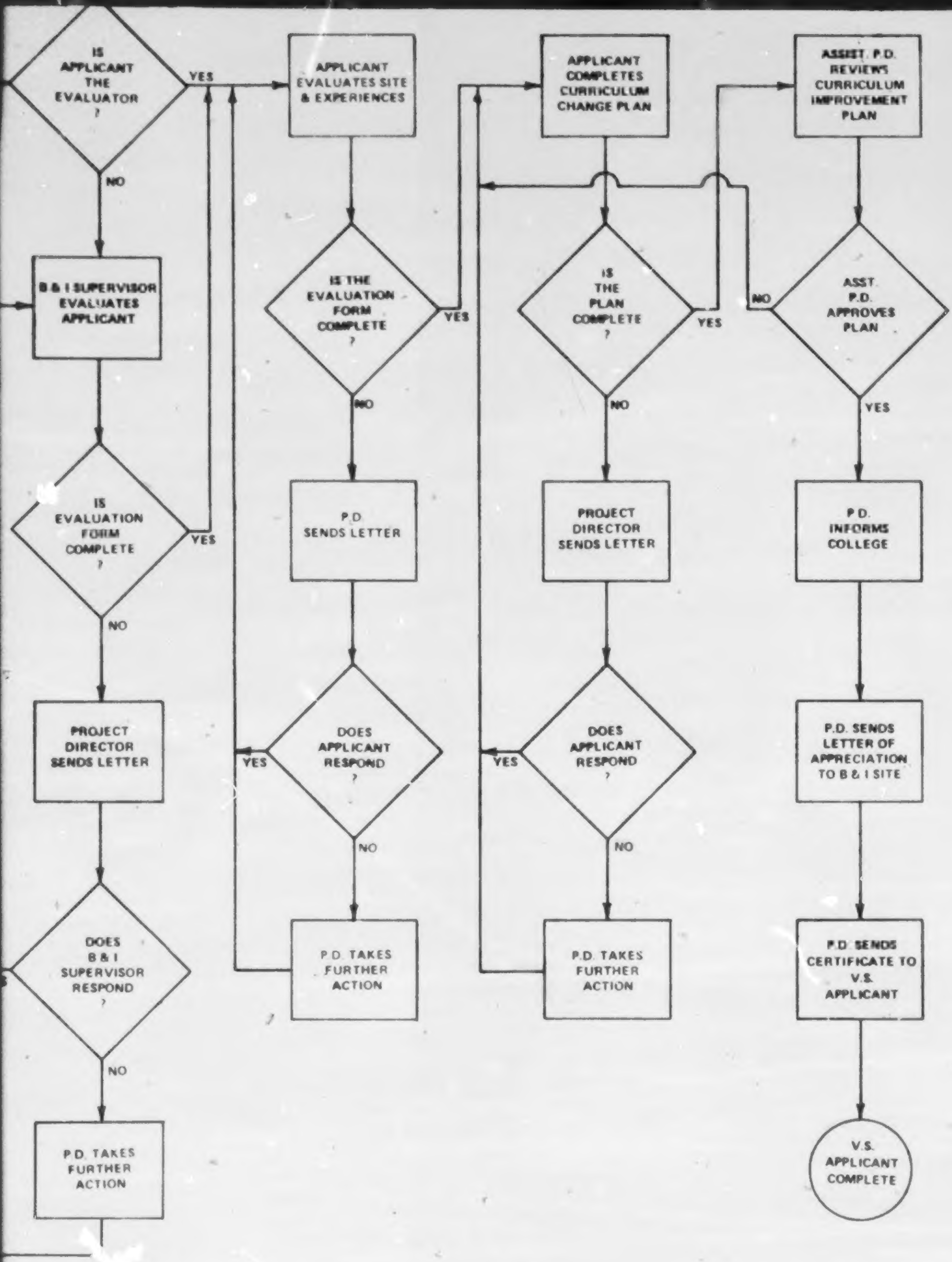
OPERATING MODELS 1, 2, and 3
(with Task and Activity Lists)

MODEL FOR OPERATING THE SYSTEM OF DIRECT VOCATIONAL SCHOOL ORIENTATION AND PROCESS OF APPLICATION FOR THE VOCATIONAL EDUCATION STAFF EXCHANGE PROJECT


START OPERATION OF MODEL
P.D. SENDS LETTERS TO R.D., R.P.C., I.C., VO-TECH ADMINISTRATORS
P.D. MEETS WITH R.D. I.C. AND V.S. ADMINISTRATORS
S.V.T.S ADMINISTRATORS REVIEW INFORMATION
P.D. MEETS WITH V.S. TEACHERS
P.D. PUBLISHES ARTICLES
POSSIBLE APPLICANT REVIEWS INFORMATION
APPLICANT CONTACT B. & I. SITES
APPLICANT COMPLETES APPLICATION
IS APPLICANT A V.S. ADMINISTRATOR ?
YES
NO
DOES ADMINISTRATOR APPROVE APPLICATION ?
YES
NO
ADMINISTRATOR INFORMS TEACHER
DOES TEACHER REQUEST APPLICATION BE FORWARDED ?
YES
NO
ADMINISTRATOR FORWARDS APPLICATION TO P.D.
OUT
R.P.C. REVIEWS APPLICATION
DOES APPLICANT HAVE STUDENT OBLIGATIONS ?
NO
YES
IS AREA CENTER OPERATING IN SUMMER MODE ?
YES
NO
R.P.C. SURVEYS AREA CENTERS FOR REPLACEMENT
IS REPLACEMENT IDENTIFIED ?
NO
YES
R.P.C. SURVEY STATE OR AREA SCHOOLS
R.P.C. DISCUSSES REPLACEMENT WITH COORDINATOR
DOES COORDINATOR APPROVE ?
NO
YES
DOES ADMINISTRATOR AGREE TO SHARED LOAD ?
YES
NO
DOES TEACHER AGREE TO SHARE LOAD ?
YES
NO
DOES ADMINISTRATOR AGREE TO NON PAID SUBSTITUTE ?
YES
NO
IS NON-PAID SUBSTITUTE APPROVED ?
YES
NO
DOES ADMINISTRATOR AGREE TO PAID SUBSTITUTE ?
YES
NO
IS SUBSTITUTE FOUND ?
YES
NO
IS I.P. CERTIFIED ?
YES
NO
CAN I.P. SUBSTITUTE ANYWAY ?
YES
NO
DOES ADMINISTRATOR APPROVE I.P. ?
YES
NO
DOES I.P. APPROVE ?
YES
NO
TO DOES R.P.C. APPROVE APPLICATION
R.P.C. DISCUSS I.P. AS SUBSTITUTE WITH ADMINISTRATOR
ADMINISTRATOR SEARCHES FOR POSSIBLE I.P.'S
CAN ADMINISTRATOR IDENTIFY MORE I.P.'S ?
YES
NO
ADMINISTRATOR INFORMS CRAFT COMMITTEE
C.C. SEARCHES FOR INDUSTRIAL PERSONS
CAN CRAFT COMMITTEE IDENTIFY MORE I.P.'S ?
YES
NO
R.P.C. DISCUSS I.P. NEED WITH INDUSTRIAL COORDINATOR
INDUSTRIAL COORDINATOR SEARCHES FOR I.P.'S
CAN I.C. IDENTIFY MORE I.P.'S ?
YES
NO
R.P.C. DISCUSS I.P. NEED WITH PROJECT DIRECTOR
P.D SEARCHES FOR I.P.'S
CAN P.D IDENTIFY MORE I.P.'S ?
YES
NO

*P.D. – Project Director
R.D. – Regional Director
R.P.C. – Regional Program Coordinator
I.C. – Industrial Coordinator
V.S. – Vocational Schools
B.&I. – Business and Industry
I.P. – Industrial Person
* – Regional Project Director


DOES R.P.C. APPROVE APPLICATION ?
YES
NO
R.P.C. INFORMS APPLICANT
DOES APPLICANT ASK APPLICATION BE FORWARDED ?
YES
NO
R.P.C. FORWARDS APPLICATION TO P.D.
OUT
R.D. REVIEWS APPLICATION
DOES REGIONAL DIRECTOR APPROVE ?
YES
NO
R.D. INFORMS APPLICANT & R.P.C.
R.D. FORWARDS APPLICATION TO P.D.
OUT
P.D. ANALYZES APPLICATION
P.D. CONTACTS B & I SITE
DOES B & I SITE APPROVE ?
NO
YES
P.D. EVALUATES SITE
DOES P.D. APPROVE B & I SITE ?
NO
YES
P.D. INFORMS B & I SITE
P.D. INFORMS B & I SITE
R.D. & I.C. SURVEY B & I FOR ALTERNATE SITES
IS ALTERNATE B & I SITE LOCATED ?
YES
NO
DOES P.D. APPROVE APPLICATION ?
YES
NO
P.D. INFORMS R.D., R.P.C. & SCHOOL ADMINISTRATOR
OUT
P.D. INFORMS APPLICANT ADMINISTRATOR, R.P.C. & R.D.
P.D. DEVELOPS AGREEMENT & WORK SCHEDULE
P.D. DISCUSSES AGREEMENT WITH APPLICANT
DOES APPLICANT SIGN AGREEMENT ?
YES
NO
P.D. DISCUSSES AGREEMENT WITH APPLICANT AND ADMINISTRATOR
DOES APPLICANT SIGN AGREEMENT ?
YES
NO
P.D. INFORMS ADMINISTRATOR, R.P.C. & R.D.
OUT
P.D. INFORMS ADMINISTRATOR, R.P.C. & R.D.
DOES B & I SITE SIGN AGREEMENT ?
NO
YES
P.D. INFORMS COLLEGE
P.D. CONDUCTS WORKSHOP FOR APPLICANT
APPLICANT WORKS AT B & I SITE
P.D. EVALUATES WORK AT SITE
TO IS APPLICANT THE EVALUATOR ?


IS APPLICANT THE EVALUATOR ?
YES
NO
B & I SUPERVISOR EVALUATES APPLICANT
IS EVALUATION FORM COMPLETE ?
YES
NO
PROJECT DIRECTOR SENDS LETTER
DOES B & I SUPERVISOR RESPOND ?
NO
P.D. TAKES FURTHER ACTION
APPLICANT EVALUATES SITE & EXPERIENCES
IS THE EVALUATION FORM COMPLETE ?
YES
NO
P.D. SENDS LETTER
DOES APPLICANT RESPOND ?
YES
NO
P.D. TAKES FURTHER ACTION
APPLICANT COMPLETES CURRICULUM CHANGE PLAN
IS THE PLAN COMPLETE ?
YES
NO
PROJECT DIRECTOR SENDS LETTER
DOES APPLICANT RESPOND ?
YES
NO
P.D. TAKES FURTHER ACTION
ASSIST. P.D. REVIEWS CURRICULUM IMPROVEMENT PLAN
ASST. P.D. APPROVES PLAN
NO
YES
P.D. INFORMS COLLEGE
P.D. SENDS LETTER OF APPRECIATION TO B & I SITE
P.D. SENDS CERTIFICATE TO V.S. APPLICANT
V.S. APPLICANT COMPLETE

MODEL 1

DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION

Staff Exchange Program

Direct Vocational School Programs

Orientation and Process of Application System
Model Tasks and Activities to be Conducted by Each Person or Group

Vocational Teachers

1. Vocational teacher meets with project director or school coordinator to be informed about Staff Exchange Program.
2. Vocational teacher reviews information related to Staff Exchange Program.
3. Vocational teacher contacts training station for possible exchange site.
4. After training station has been determined by vocational teacher, he/she completes the application.
5. Submits application to school coordinator for approval or disapproval.
    - If disapproved, applicant is informed by regional director and the regional program coordinator.
6. If approved, regional program coordinator informs applicant and forwards application to regional director for his review.
    - If disapproved, applicant is informed by regional director and application is forwarded to project director.
7. If approved, vocational teacher will discuss exchange agreement with project director.
    - If applicant does not sign agreement, applicant, vocational school administrator, and project director discuss agreement for possible alternatives.
    - If applicant does not sign agreement, project director informs regional program coordinator and regional director that applicant will not be involved in exchange program.
8. If applicant signs agreement, he will then attend a scheduled workshop in his region that will be conducted by the project director.
9. Applicant will work at business or industrial training site.
10. Applicant evaluates himself and his experiences as they relate to training agreement.
11. Applicant evaluates training site.
12. Applicant completes evaluation form and returns completed form to project director.
13. Applicant completes instructional materials that were outlined in teacher workshop to complete his staff exchange experience.

Principal or Coordinator Working with Direct Programs

1. If the vocational school teacher has student responsibilities, administrator reviews the application, approves, or disapproves the application.
2. If the vocational school administrator approves the application, he/she forwards the application to the regional program coordinator.

3. If the vocational school administrator disapproves the application, he/she informs the vocational school teacher.

4. If the vocational teacher has student responsibilities and the administrator and regional program coordinator approve application, regional program coordinator and administrator search for substitute.

5. Administrator discusses paid substitute, non-paid substitute, shared load, industrial person substitute and obtains substitute's approval and approves or disapproves application. If administrator approves, he/she forwards application to regional program coordinator. If administrator disapproves, he/she forwards application to project director with explanation.

6. Administrator is informed by project director of approval, disapproval, progress, and completion of exchange.

Regional Program Coordinator Working with Direct Programs

1. Receives and reviews information from project director.

2. Meets with project director and learns procedures for processing staff exchange applications.

3. Reviews application and approves or disapproves.

4. If substitute is needed, he/she works with teachers, coordinators, principals, and industrial coordinators to find substitute.

5. Regional program coordinator is informed by project director of the applicant's approval, disapproval, and the progress of the exchange.

Industrial Coordinator Working with Direct Programs

1. Receives and reviews information from project director.

2. Meets with project director to get familiar with the process of the application and identifying sites.

3. Works with teachers, coordinators, principals, regional coordinators, regional director, and business and industry to establish exchange sites.

Regional Director Working with Direct Programs

1. Regional director receives letter from project director regarding participation in the Staff Exchange Program.

2. Regional director organizes administrative staff meeting to allow project director to explain Staff Exchange Program.

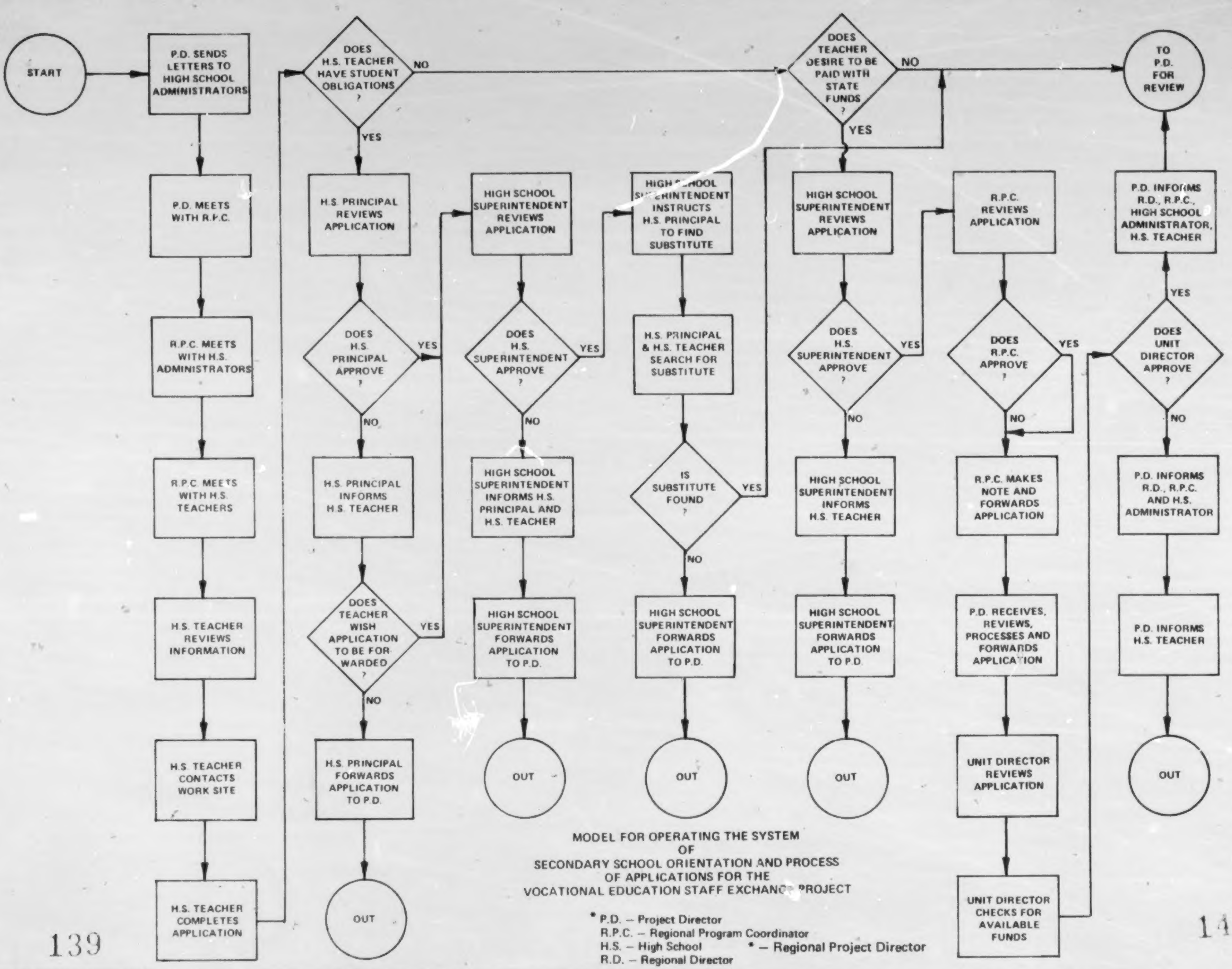
3. Regional director and administrative staff review information regarding Staff Exchange Program.

4. Regional director reviews application from vocational teacher and administrator for his approval or disapproval.
   - If regional director disapproves application, he informs the vocational teacher or administrator and the regional program coordinator.
   - If the conflict is not taken care of, the application is forwarded to the project director.

5. If regional director approves application, regional director signs application and sends it to project director for review.

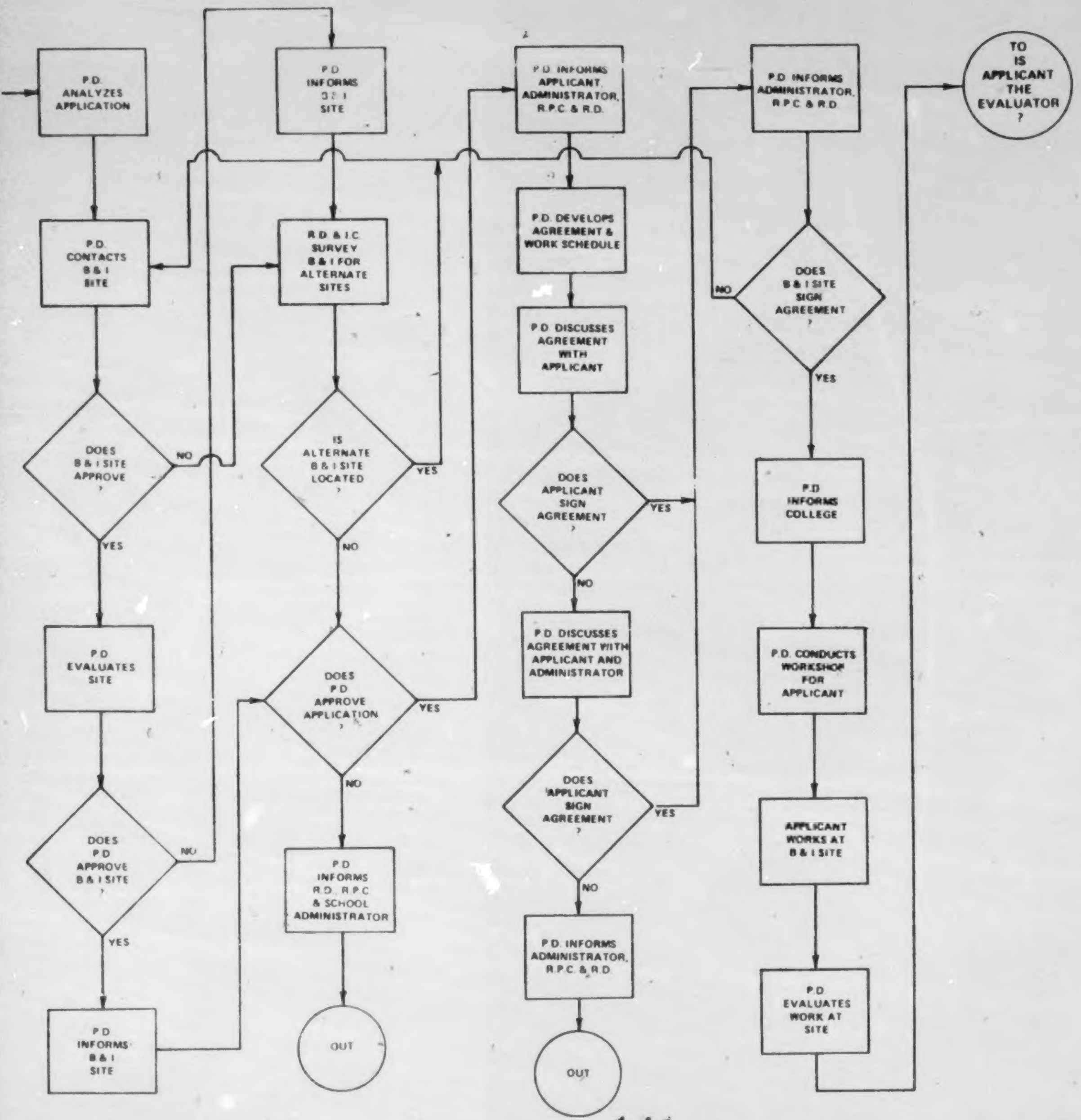
6. Regional director and industrial coordinator survey business and industry for possible training station for exchange.

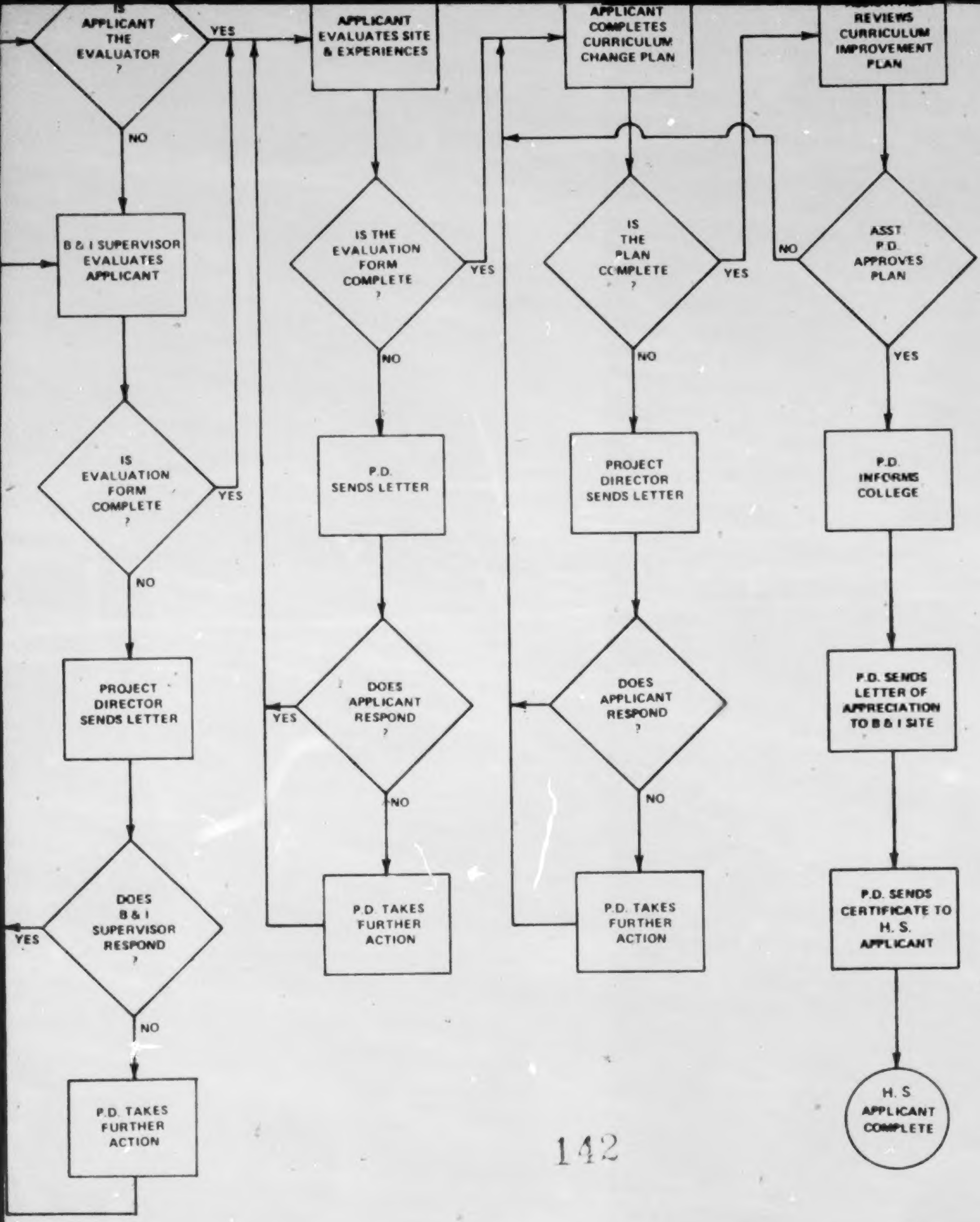
7. Regional director is informed by project director.


START
P.D. SENDS LETTERS TO HIGH SCHOOL ADMINISTRATORS
P.D. MEETS WITH R.P.C.
R.P.C. MEETS WITH H.S. ADMINISTRATORS
R.P.C. MEETS WITH H.S. TEACHERS
H.S. TEACHER REVIEWS INFORMATION
H.S. TEACHER CONTACTS WORK SITE
H.S. TEACHER COMPLETES APPLICATION
DOES H.S. TEACHER HAVE STUDENT OBLIGATIONS ?
NO
YES
H.S. PRINCIPAL REVIEWS APPLICATION
DOES H.S. PRINCIPAL APPROVE ?
YES
NO
H.S. PRINCIPAL INFORMS H.S. TEACHER
DOES TEACHER WISH APPLICATION TO BE FORWARDED ?
YES
NO
H.S. PRINCIPAL FORWARDS APPLICATION TO P.D.
OUT
HIGH SCHOOL SUPERINTENDENT REVIEWS APPLICATION
DOES H.S. SUPERINTENDENT APPROVE ?
YES
NO
HIGH SCHOOL SUPERINTENDENT INFORMS H.S. PRINCIPAL AND H.S. TEACHER
HIGH SCHOOL SUPERINTENDENT FORWARDS APPLICATION TO P.D.
OUT
HIGH SCHOOL SUPERINTENDENT INSTRUCTS H.S. PRINCIPAL TO FIND SUBSTITUTE
H.S. PRINCIPAL & H.S. TEACHER SEARCH FOR SUBSTITUTE
IS SUBSTITUTE FOUND ?
YES
NO
HIGH SCHOOL SUPERINTENDENT FORWARDS APPLICATION TO P.D.
OUT
DOES TEACHER DESIRE TO BE PAID WITH STATE FUNDS ?
NO
YES
HIGH SCHOOL SUPERINTENDENT REVIEWS APPLICATION
DOES H.S. SUPERINTENDENT APPROVE ?
YES
NO
HIGH SCHOOL SUPERINTENDENT INFORMS H.S. TEACHER
HIGH SCHOOL SUPERINTENDENT FORWARDS APPLICATION TO P.D.
OUT
R.P.C. REVIEWS APPLICATION
DOES R.P.C. APPROVE ?
YES
NO
R.P.C. MAKES NOTE AND FORWARDS APPLICATION
P.D. RECEIVES, REVIEWS, PROCESSES AND FORWARDS APPLICATION
UNIT DIRECTOR REVIEWS APPLICATION
UNIT DIRECTOR CHECKS FOR AVAILABLE FUNDS
DOES UNIT DIRECTOR APPROVE ?
YES
NO
P.D. INFORMS R.D., R.P.C., HIGH SCHOOL ADMINISTRATOR, H.S. TEACHER
TO P.D. FOR REVIEW
P.D. INFORMS R.D., R.P.C. AND H.S. ADMINISTRATOR
P.D. INFORMS H.S. TEACHER
OUT

MODEL FOR OPERATING THE SYSTEM
OF
SECONDARY SCHOOL ORIENTATION AND PROCESS
OF APPLICATIONS FOR THE
VOCATIONAL EDUCATION STAFF EXCHANGE PROJECT

*P.D. – Project Director
R.P.C. – Regional Program Coordinator
H.S. – High School
R.D. – Regional Director
* – Regional Project Director


P.D. ANALYZES APPLICATION
P.D. CONTACTS B & I SITE
DOES B & I SITE APPROVE ?
NO
YES
P.D EVALUATES SITE
DOES P.D APPROVE B & I SITE ?
NO
YES
P.D INFORMS B & I SITE
P.D INFORMS B & I SITE
R.D. & I.C. SURVEY B & I FOR ALTERNATE SITES
IS ALTERNATE B & I SITE LOCATED ?
YES
NO
DOES P.D APPROVE APPLICATION ?
YES
NO
P.D INFORMS R.D., R.P.C & SCHOOL ADMINISTRATOR
OUT
P.D. INFORMS APPLICANT, ADMINISTRATOR, R.P.C. & R.D.
P.D. DEVELOPS AGREEMENT & WORK SCHEDULE
P.D. DISCUSSES AGREEMENT WITH APPLICANT
DOES APPLICANT SIGN AGREEMENT ?
YES
NO
P.D. DISCUSSES AGREEMENT WITH APPLICANT AND ADMINISTRATOR
DOES APPLICANT SIGN AGREEMENT ?
YES
NO
P.D. INFORMS ADMINISTRATOR, R.P.C. & R.D.
OUT
P.D INFORMS ADMINISTRATOR, R.P.C & R.D.
DOES B & I SITE SIGN AGREEMENT ?
NO
YES
P.D INFORMS COLLEGE
P.D. CONDUCTS WORKSHOP FOR APPLICANT
APPLICANT WORKS AT B & I SITE
P.D. EVALUATES WORK AT SITE
TO IS APPLICANT THE EVALUATOR ?


IS APPLICANT THE EVALUATOR ?
YES
NO
APPLICANT EVALUATES SITE & EXPERIENCES
APPLICANT COMPLETES CURRICULUM CHANGE PLAN
REVIEWS CURRICULUM IMPROVEMENT PLAN
B & I SUPERVISOR EVALUATES APPLICANT
IS THE EVALUATION FORM COMPLETE ?
YES
NO
IS THE PLAN COMPLETE ?
YES
NO
NO
ASST P.D. APPROVES PLAN
YES
IS EVALUATION FORM COMPLETE ?
YES
NO
P.D. SENDS LETTER
PROJECT DIRECTOR SENDS LETTER
P.D. INFORMS COLLEGE
PROJECT DIRECTOR SENDS LETTER
DOES APPLICANT RESPOND ?
YES
NO
DOES APPLICANT RESPOND ?
NO
P.D. SENDS LETTER OF APPRECIATION TO B & I SITE
DOES B & I SUPERVISOR RESPOND ?
YES
NO
P.D. TAKES FURTHER ACTION
P.D. TAKES FURTHER ACTION
P.D. SENDS CERTIFICATE TO H. S. APPLICANT
P.D. TAKES FURTHER ACTION
H. S. APPLICANT COMPLETE

MODEL 2

DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION

Staff Exchange Program

Secondary School Application Process System Model
Tasks and Activities to be Conducted by Each Person or Group

High School Teachers

1. Reviews project information (decides to participate).

2. Contacts possible work site and makes possible arrangements.

3. Completes application.

4. If the high school teacher has student responsibilities (teaching load), he/she forwards application to high school principal.

5. If the high school principal approves the application, and

6. If the high school superintendent approves the application, teacher and principal search for substitute teacher.

7. If the high school principal disapproves the application, teacher asks or does not ask that the application be forwarded to superintendent.

8. If the high school teacher does not have student responsibilities and if the high school teacher desires to be paid with state vocational education funds for extended employment, teacher forwards the application to the high school superintendent.

9. If the high school teacher does not have student responsibilities and if the high school teacher does not desire to be paid with state vocational education funds for extended employment, teacher forwards the application to the project director.

High School Principals

1. If the high school teacher has student responsibilities, principal reviews the application, approves, or disapproves the application.

2. If the high school principal approves the application, he forwards the application to the high school superintendent.

3. If the high school superintendent approves the application, principal and teacher search for substitute teacher and informs the high school superintendent of the search results.

4. If the high school principal disapproves the application, he informs the high school teacher.

5. If the high school teacher asks that the application be forwarded to the high school superintendent, principal forwards the application to the high school superintendent.

6. If the high school superintendent approves the application, the principal searches for substitute teacher and informs the high school superintendent of the search results.

7. If the high school teacher does not ask that the application be forwarded to the high school superintendent, he forwards the application to the project director.

High School Superintendents

1. If the high school teacher has student responsibilities and if the high school principal has approved the application or if the high school principal has disapproved the application and if the high school teacher asks that the application be forwarded to the high school superintendent, superintendent reviews the application and approves or disapproves the application.
2. If the high school superintendent approves the application, he informs the high school principal and teacher to search for a substitute teacher.
3. If a substitute teacher is found, superintendent forwards the application to the project director as approved.
4. If a substitute teacher is not found, superintendent forwards the application to the project director as disapproved.
5. If the high school superintendent disapproves the application, he informs the high school principal and high school teacher, and forwards the application to the project director.
6. If the high school teacher does not have student responsibilities and the high school teacher desires to be paid with state vocational education funds for extended employment, he reviews the application, approves, or disapproves the application.
7. If the high school superintendent disapproves the application, he informs the high school teacher, forwards the application to the project director.
8. If the high school superintendent approves the application, he forwards the application to the regional program coordinator.

Regional Program Coordinator

1. Meets with high school principals and provides project information.
2. Meets with high school teachers and provides project information.
3. If the high school teacher does not have student responsibilities and the high school teacher desires to be paid with state vocational education funds for extended employment and the high school superintendent has approved the application, he reviews the application, approves or disapproves the application, makes notes on the application, forwards the application to the project director.

Unit Director – Bureau of Vocational Education

1. If the high school teacher does not have student responsibilities and the high school teacher desires to be paid with state vocational education funds for extended employment and the high school superintendent approved the application and if the regional program coordinator reviewed the application, the unit director reviews the application, checks for available funds, approves or disapproves the application, and forwards the application to the project director.

Project Director

1. Sends letters to high school administrator.
2. Meets with each regional program coordinator.
3. If the high school teacher does not have student responsibilities and if the high school teacher desires to be paid with state vocational educational funds for extended employment and if the high school superintendent approves the application and if the regional program coordinator reviewed the application and approves or disapproves the application, the project director receives, reviews, processes, and forwards the application to the unit director.

4. If the unit director approves the application, project director informs the regional director, regional program coordinator, high school superintendent, and high school teacher applicant, and processes the application.

5. If the unit director, Bureau of Vocational Education, disapproves the application, project director informs the regional director, regional program coordinator, high school superintendent, and high school teacher applicant and files the application and processes the evaluation information from the application.

6. If the high school teacher has student responsibilities and if the high school principal disapproves the application and if the high school teacher does not ask that the application be forwarded to the superintendent, project director, receives the application from the high school principal, files the application, processes the evaluation information from the application.

7. If the high school principal approves the application or if the high school principal disapproves the application and if the high school teacher asks that the application be forwarded to the high school superintendent and if the high school superintendent disapproves the application, project director receives the application from the high school superintendent, files the application, processes the evaluation information from the application.

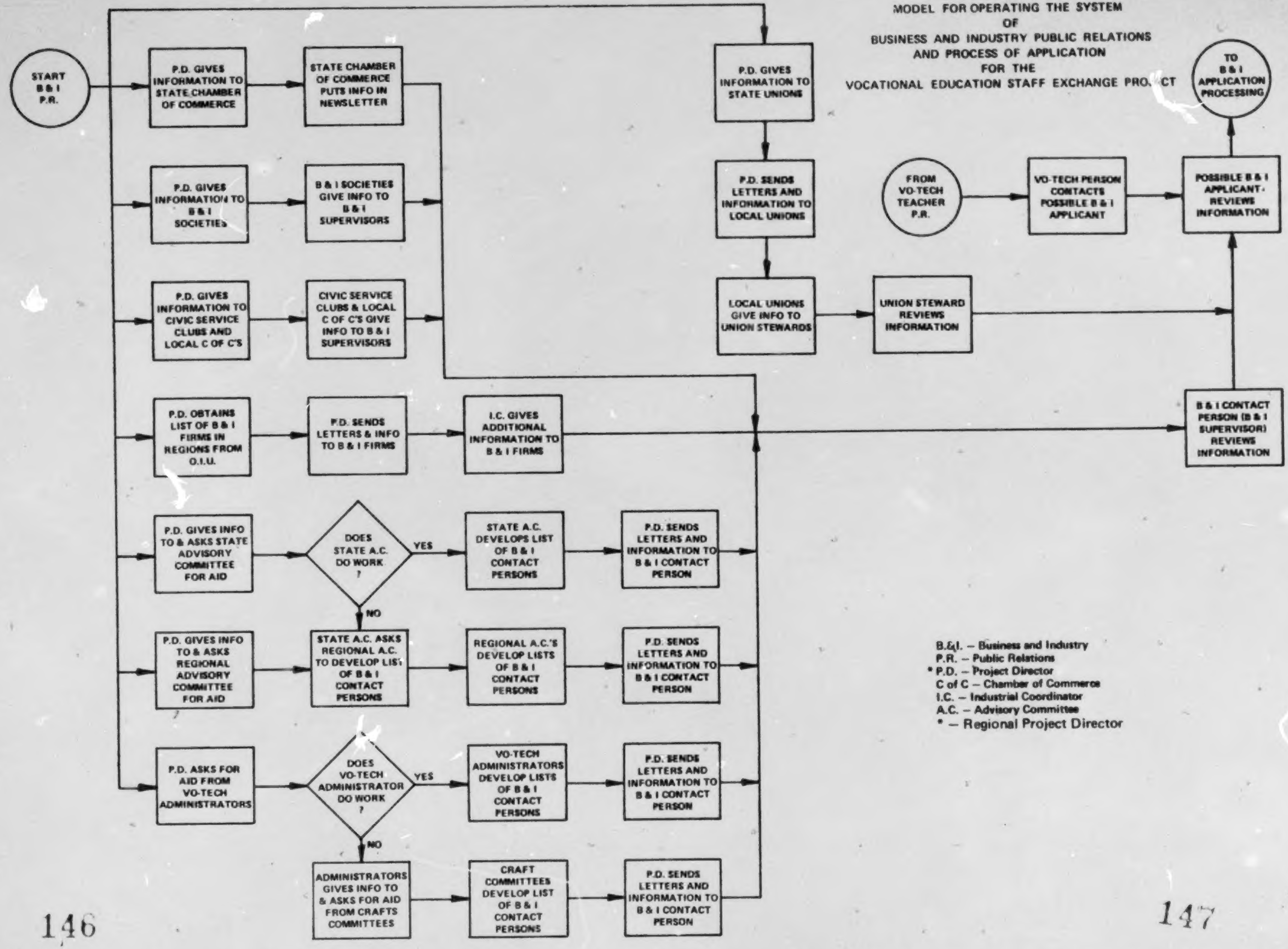
8. If the high school superintendent approves the application and if a substitute teacher is not found, project director receives the application from the high school superintendent, files the application, and processes the evaluation information from the application.

9. If a substitute teacher is found, project director receives the application from the high school superintendent, processes the application.

10. If the high school teacher does not have student responsibilities and if the high school teacher desires to be paid with state vocational education funds for extended employment and if the high school superintendent disapproves the application, project director receives the application from the high school superintendent, files the application, and processes the evaluation information from the application.

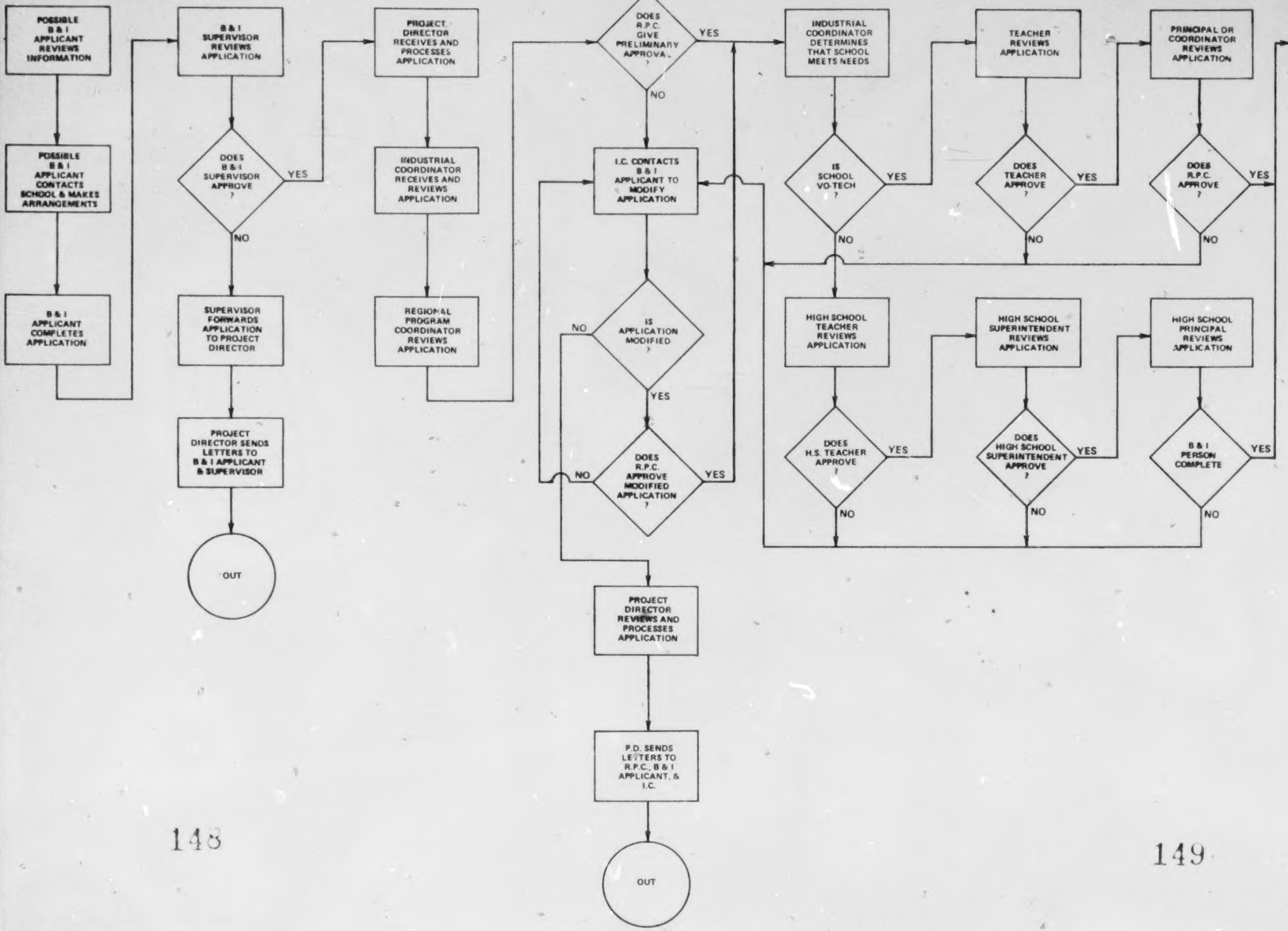
11. If the high school teacher does not have student responsibilities and if the high school teacher does not desire to be paid with state vocational education funds for extended employment, project director receives the application from the high school teacher applicant and processes the application.

MODEL FOR OPERATING THE SYSTEM OF BUSINESS AND INDUSTRY PUBLIC RELATIONS AND PROCESS OF APPLICATION FOR THE VOCATIONAL EDUCATION STAFF EXCHANGE PROJECT

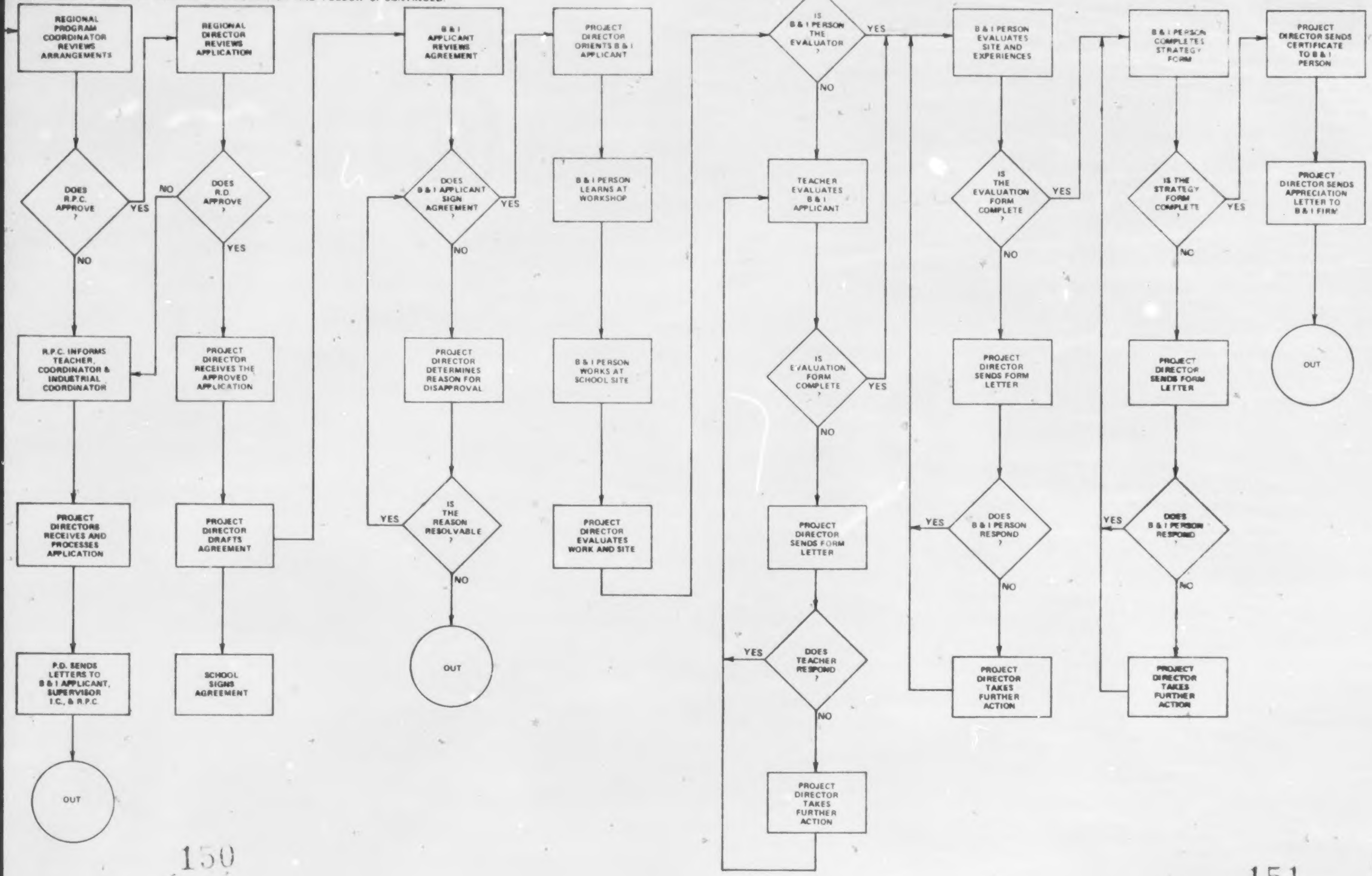

START B & I P.R.
P.D. GIVES INFORMATION TO STATE CHAMBER OF COMMERCE
STATE CHAMBER OF COMMERCE PUTS INFO IN NEWSLETTER
P.D. GIVES INFORMATION TO B & I SOCIETIES
B & I SOCIETIES GIVE INFO TO B & I SUPERVISORS
P.D. GIVES INFORMATION TO CIVIC SERVICE CLUBS AND LOCAL C OF C'S
CIVIC SERVICE CLUBS & LOCAL C OF C'S GIVE INFO TO B & I SUPERVISORS
P.D. OBTAINS LIST OF B & I FIRMS IN REGIONS FROM O.I.U.
P.D. SENDS LETTERS & INFO TO B & I FIRMS
I.C. GIVES ADDITIONAL INFORMATION TO B & I FIRMS
P.D. GIVES INFO TO & ASKS STATE ADVISORY COMMITTEE FOR AID
DOES STATE A.C. DO WORK ?
YES
NO
STATE A.C. DEVELOPS LIST OF B & I CONTACT PERSONS
P.D. SENDS LETTERS AND INFORMATION TO B & I CONTACT PERSON
P.D. GIVES INFO TO & ASKS REGIONAL ADVISORY COMMITTEE FOR AID
STATE A.C. ASKS REGIONAL A.C. TO DEVELOP LIST OF B & I CONTACT PERSONS
REGIONAL A.C.'S DEVELOP LISTS OF B & I CONTACT PERSONS
P.D. SENDS LETTERS AND INFORMATION TO B & I CONTACT PERSON
P.D. ASKS FOR AID FROM VO-TECH ADMINISTRATORS
DOES VO-TECH ADMINISTRATOR DO WORK ?
YES
NO
VO-TECH ADMINISTRATORS DEVELOP LISTS OF B & I CONTACT PERSONS
P.D. SENDS LETTERS AND INFORMATION TO B & I CONTACT PERSON
ADMINISTRATORS GIVES INFO TO & ASKS FOR AID FROM CRAFTS COMMITTEES
CRAFT COMMITTEES DEVELOP LIST OF B & I CONTACT PERSONS
P.D. SENDS LETTERS AND INFORMATION TO B & I CONTACT PERSON
P.D. GIVES INFORMATION TO STATE UNIONS
P.D. SENDS LETTERS AND INFORMATION TO LOCAL UNIONS
LOCAL UNIONS GIVE INFO TO UNION STEWARDS
UNION STEWARD REVIEWS INFORMATION
FROM VO-TECH TEACHER P.R.
VO-TECH PERSON CONTACTS POSSIBLE B & I APPLICANT
POSSIBLE B & I APPLICANT REVIEWS INFORMATION
TO B & I APPLICATION PROCESSING
B & I CONTACT PERSON (B & I SUPERVISOR) REVIEWS INFORMATION

B.&I. – Business and Industry
P.R. – Public Relations
* P.D. – Project Director
C of C – Chamber of Commerce
I.C. – Industrial Coordinator
A.C. – Advisory Committee
* – Regional Project Director

BUSINESS AND INDUSTRY PROCESS OF APPLICATION CONTINUED


POSSIBLE B & I APPLICANT REVIEWS INFORMATION
POSSIBLE B & I APPLICANT CONTACTS SCHOOL & MAKES ARRANGEMENTS
B & I APPLICANT COMPLETES APPLICATION
B & I SUPERVISOR REVIEWS APPLICATION
DOES B & I SUPERVISOR APPROVE ?
YES
NO
SUPERVISOR FORWARDS APPLICATION TO PROJECT DIRECTOR
PROJECT DIRECTOR SENDS LETTERS TO B & I APPLICANT & SUPERVISOR
OUT
PROJECT DIRECTOR RECEIVES AND PROCESSES APPLICATION
INDUSTRIAL COORDINATOR RECEIVES AND REVIEWS APPLICATION
REGIONAL PROGRAM COORDINATOR REVIEWS APPLICATION
DOES R.P.C. GIVE PRELIMINARY APPROVAL ?
YES
NO
I.C. CONTACTS B & I APPLICANT TO MODIFY APPLICATION
IS APPLICATION MODIFIED ?
NO
YES
DOES R.P.C. APPROVE MODIFIED APPLICATION ?
NO
YES
PROJECT DIRECTOR REVIEWS AND PROCESSES APPLICATION
P.D. SENDS LETTERS TO R.P.C., B & I APPLICANT, & I.C.
OUT
INDUSTRIAL COORDINATOR DETERMINES THAT SCHOOL MEETS NEEDS
IS SCHOOL VO-TECH ?
YES
NO
TEACHER REVIEWS APPLICATION
DOES TEACHER APPROVE ?
YES
NO
PRINCIPAL OR COORDINATOR REVIEWS APPLICATION
DOES R.P.C. APPROVE ?
YES
NO
HIGH SCHOOL TEACHER REVIEWS APPLICATION
DOES H.S. TEACHER APPROVE ?
YES
NO
HIGH SCHOOL SUPERINTENDENT REVIEWS APPLICATION
DOES HIGH SCHOOL SUPERINTENDENT APPROVE ?
YES
NO
HIGH SCHOOL PRINCIPAL REVIEWS APPLICATION
B & I PERSON COMPLETE
YES
NO

BUSINESS AND INDUSTRY PROCESS OF APPLICATION AND FOLLOW UP CONTINUED.


REGIONAL PROGRAM COORDINATOR REVIEWS ARRANGEMENTS
DOES R.P.C. APPROVE ?
YES
NO
R.P.C. INFORMS TEACHER, COORDINATOR & INDUSTRIAL COORDINATOR
PROJECT DIRECTORS RECEIVES AND PROCESSES APPLICATION
P.D. SENDS LETTERS TO B & I APPLICANT, SUPERVISOR I.C., & R.P.C.
OUT
REGIONAL DIRECTOR REVIEWS APPLICATION
NO
DOES R.D. APPROVE ?
YES
PROJECT DIRECTOR RECEIVES THE APPROVED APPLICATION
PROJECT DIRECTOR DRAFTS AGREEMENT
SCHOOL SIGNS AGREEMENT
B & I APPLICANT REVIEWS AGREEMENT
DOES B & I APPLICANT SIGN AGREEMENT ?
YES
NO
PROJECT DIRECTOR DETERMINES REASON FOR DISAPPROVAL
IS THE REASON RESOLVABLE ?
YES
NO
OUT
PROJECT DIRECTOR ORIENTS B & I APPLICANT
B & I PERSON LEARNS AT WORKSHOP
B & I PERSON WORKS AT SCHOOL SITE
PROJECT DIRECTOR EVALUATES WORK AND SITE
IS B & I PERSON THE EVALUATOR ?
YES
NO
TEACHER EVALUATES B & I APPLICANT
IS EVALUATION FORM COMPLETE ?
YES
NO
PROJECT DIRECTOR SENDS FORM LETTER
DOES TEACHER RESPOND ?
YES
NO
PROJECT DIRECTOR TAKES FURTHER ACTION
B & I PERSON EVALUATES SITE AND EXPERIENCES
IS THE EVALUATION FORM COMPLETE ?
YES
NO
PROJECT DIRECTOR SENDS FORM LETTER
DOES B & I PERSON RESPOND ?
YES
NO
PROJECT DIRECTOR TAKES FURTHER ACTION
B & I PERSON COMPLETES STRATEGY FORM
IS THE STRATEGY FORM COMPLETE ?
YES
NO
PROJECT DIRECTOR SENDS FORM LETTER
DOES B & I PERSON RESPOND ?
YES
NO
PROJECT DIRECTOR TAKES FURTHER ACTION
PROJECT DIRECTOR SENDS CERTIFICATE TO B & I PERSON
PROJECT DIRECTOR SENDS APPRECIATION LETTER TO B & I FIRM
OUT

MODEL 3

DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION

Staff Exchange Project

Business and Industry Application
Process System Model Tasks and Activities to be Conducted by Each Person or Group

Business and Industry Applicant Task

1. Applicant reviews information.
2. Applicant contacts school and makes arrangements.
3. Applicant completes application.
4. Forwards application to immediate supervisor.
5. Signs agreement with school and project director.
6. Starts exchange at school and evaluates his experience.
7. Forwards evaluation sheet to project director.
8. Completes materials and plan as outlined in workshop.
9. Forwards copy of materials and plan to project director.
10. Receives certificate of achievement.

Business and Industry Supervisor

1. Reviews application of business and industry person.
2. If supervisor approves application, he forwards it to final authority of company for approval or disapproval.
3. If supervisor disapproves application, he notifies applicant and if applicant asks that application be forwarded, he forwards the application to final authority of company for approval or disapproval.
4. If applicant does not want disapproved application to be forwarded, supervisor forwards application to project director.
5. Final arrangements are made for exchange.
6. Is informed of applicant's progress and completion by project director.
7. Receives letter of appreciation from project director.

High School Teacher

1. Teacher receives and reviews application and approves or disapproves.
2. If application is approved, teacher forwards application to high school superintendent.
3. If teacher disapproves application, he/she forwards application to the industrial coordinator for modification of application.
4. Teacher works with approved business and industry participant to help him/her meet the needs identified on the work plan.

5. Teacher evaluates business or industry applicant while at the school.

High School Principal

1. High school principal reviews application from business and industry person for approval or disapproval.
   - If disapproved, he discusses the problem with the superintendent.
   - If problem is not corrected, superintendent forwards the application to the project director.
2. If approved, principal forwards application to the superintendent.
   - If superintendent disapproves, he informs vocational teacher and forwards application to the project director.
3. If superintendent approves, he informs vocational teacher and forwards application to project director.

High School Superintendent

1. Receives, reviews application, and approves or disapproves.
2. Forwards approved application to regional program coordinator.
3. Forwards disapproved application to industrial coordinator for application modification.
4. Receives and reviews modified application and approves or disapproves and follows same procedures as above.

Vocational School Teacher

1. Business and industry applicant contacts teacher to make arrangements for exchange.
2. Teacher approves or disapproves arrangement.
3. Project director contacts teacher to sign agreement.
4. If arrangements are made and approved by all concerned, the exchange is made.
5. Teacher works with business or industry person.
6. Teacher evaluates business or industrial person and forwards evaluation to the project director.

Vocational School Principal-Coordinator

1. Receives and reviews application and approves or disapproves.
2. If approved, application is forwarded to regional program coordinator.
3. If disapproved, he will forward application to industrial coordinator to modify application.
4. Receives modified application and approves or disapproves and follows same procedures as above.

Regional Program Coordinator

1. Receives and reviews application and approves or disapproves.
2. If disapproved, he informs teacher, coordinator, principal, superintendent, and industrial coordinator and forwards application to project director.
3. If approved, he forwards application to regional director.
4. Is informed by the project director of approval, progress, and completion of the exchange.

Industrial Coordinator

1. Receives, reviews and makes notes on application and forwards to regional program coordinator.

2. Receives approved or disapproved application from regional program coordinator and determines if school is state vocational school or high school and if the school meets the needs of the applicant.

3. If application received was disapproved and school site did not meet needs, industrial coordinator meets with industrial person applicant and modifies application and forwards to the regional program coordinator.

4. If application received was approved and school meets need of applicant, industrial coordinator forwards application to the teacher.

Regional Director

1. Receives and reviews application and approves or disapproves.

2. Forwards approved application to project director.

3. Forwards disapproved application to the regional program coordinator.

Project Director

1. Gives information to State Chamber of Commerce.

2. Gives information to business and industry societies.

3. Gives information to civic service clubs and local chamber of commerce.

4. Obtains list of business and industry firms in Appalachian regions from Occupational Information Unit and sends letters and information to same.

5. Gives information to State Advisory Committee and asks the committee for aid.

6. Gives information to Appalachia Regional Advisory Committee and asks the committee for aid.

7. Asks vocational administrators in Appalachia for aid developing list of business and industry contact persons.

8. Sends letters to business and industry contact persons.

9. Gives information to local and state unions.

10. Receives disapproved application from supervisor and sends letter to applicant and supervisor.

11. Receives and processes approved application.

12. Receives unmodified application from industrial coordinator and sends letters to regional program coordinator, business and industry applicant, and industrial coordinator.

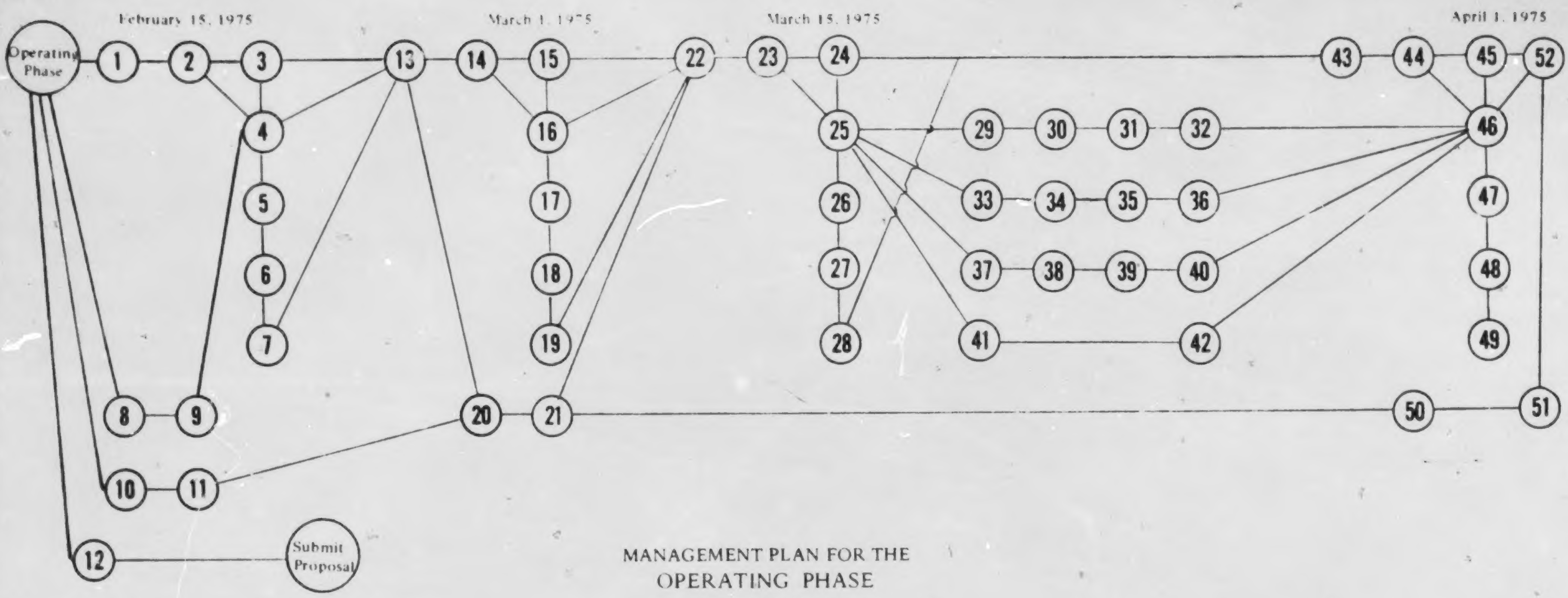
13. Receives disapproved application from regional program coordinator and sends letter to business and industry applicant, supervisor, industrial coordinator and regional program coordinator.

14. Receives approved application from regional director and drafts agreement and gets school and applicant to sign agreement.

15. If agreement is not signed and the reason is unsolvable, a letter is sent to all persons involved.

APPENDIX III

THE OPERATIONAL PHASE
PERT CHART


February 15, 1975
March 1, 1975
March 15, 1975
April 1, 1975
Operating Phase
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Submit Proposal
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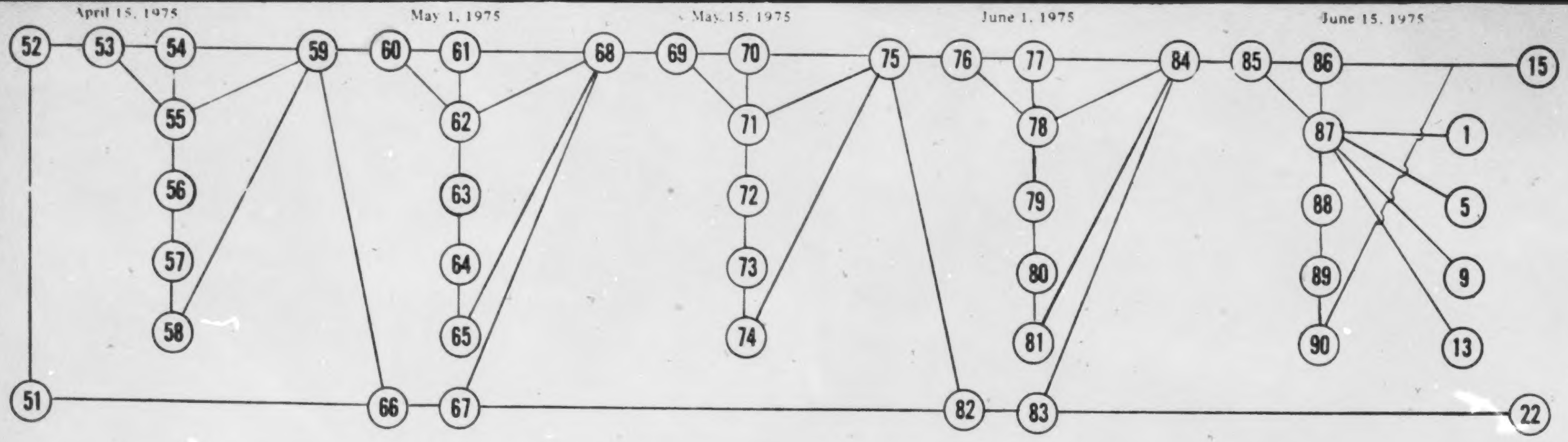
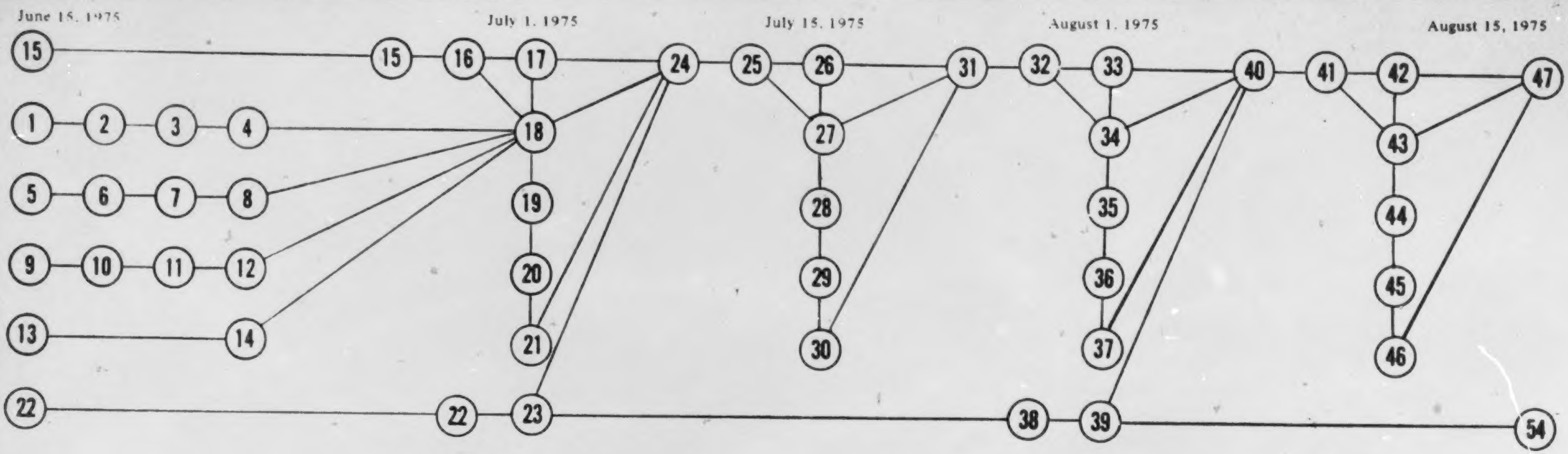
MANAGEMENT PLAN FOR THE
OPERATING PHASE
OF THE
STAFF EXCHANGE PROJECT

II. Operating Phase
   1. Operate for first period
   2. Update application file
   3. Review application processing
   4. Review system operation and changes
   5. Collect additional data if needed
   6. Revise system
   7. Implement changes
   8. Conduct advisory committee meeting
   9. Review advisory committee suggestions
   10. Submit MBO Report
   11. Update objectives
   12. Develop second year proposal
   13. Operate system
   14. Second update of application file
   15. Review application processing
   16. Review system operation and changes
   17. Collect additional data if needed
   18. Revise system
   19. Implement changes
   20. Update public relations activies
   21. Reassigned P.R. responsibilities
   22. Operate system
   23. Third update of application file
   24. Review application processing
   25. Review system operation and changes
   26. Collect additional data if needed
   27. Revise system
   28. Implement changes
   29. Prepare for adv. committee meeting
   30. Inform advisory committee
   31. Advisory committee reviews operation
   32. Advisory committee make suggestion
   33. Prepare for external evaluation
   34. Inform third party evaluators
   35. Third party evaluators review project and operation
   36. Third party evaluators makes suggestions
   37. Compile and analyze evaluation data
   38. Structure data for quarterly report
   39. Write second quarterly report
   40. Submit quarterly report
   41. Update public relations
   42. Reassign public relations responsibilities
   43. Operate system
   44. Fourth update of application of file
   45. Review application processing
   46. Review system operation and changes
   47. Collect additional data if needed
   48. Revise system
   49. Implement changes
   50. Submit MBO report
   51. Update objectives



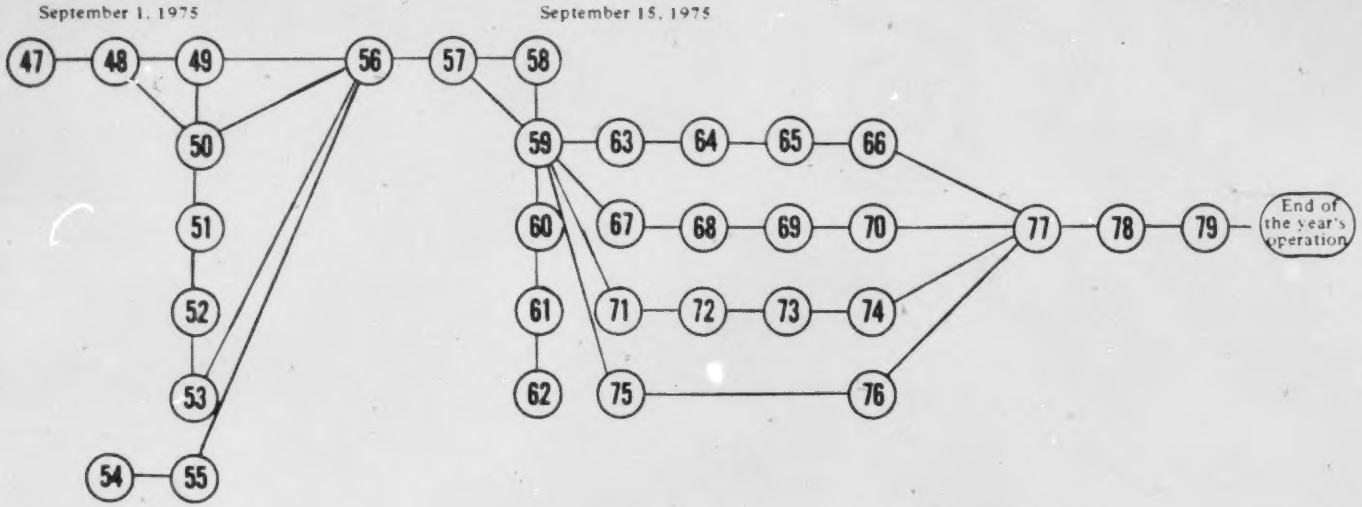
OPERATING PHASE CONTINUED

52. Operate system
53. Fifth update of application and file
54. Review application processing
55. Review system operation and changes
56. Collect additional data if needed
57. Revise system
58. Implement changes
59. Operate system
60. Sixth update of application file
61. Review application processing
62. Review system operation and changes
63. Collect additional data if necessary
64. Revise system
65. Implement changes
66. Submit MBO report
67. Update objectives
68. Operate system
69. Seventh update of application file
70. Review application processing
71. Review system operation and changes
72. Collect additional data if necessary
73. Revise system
74. Implement changes
75. Operate system
76. Eighth update of application file
77. Review application processing
78. Review system operation and changes
79. Collect additional data if necessary
80. Revise system
81. Implement changes
82. Submit MBO report
83. Update objectives
84. Operate system
85. Ninth update of application file
86. Review application processing
87. Review system operation and changes
88. Collect additional data if needed
89. Revise system
90. Implement changes



OPERATING PHASE CONTINUED

1. Prepare for advisory committee meeting
2. Inform advisory committee
3. Advisory committee reviews operation
4. Advisory committee makes suggestions
5. Prepare for external evaluation
6. Inform third party evaluators
7. Third party evaluators review project and operation
8. Third party evaluators make suggestions
9. Compile and analyze evaluation data
10. Structure data for quarterly report
11. Write third quarterly report
12. Submit quarterly report
13. Update public relations
14. Reassign public relations responsibilities
15. Operate system
16. Tenth update of application file
17. Review application processing
18. Review system operation and changes
19. Collect additional data if necessary
20.
21. Implement changes
22. Submit MBO report
23. Update objectives
24. Operate system
25. Eleventh update of application file
26. Review application processing
27. Review system operation and changes
28. Collect additional data if necessary
29. Revise system
30. Implement changes
31. Operate system
32. Twelfth update of application file
33. Review application processing
34. Review system operation and changes
35. Collect additional data if necessary
36. Revise system
37. Implement changes
38. Submit MBO report
39. Update objectives
40. Operate system
41. Thirteenth update of application file
42. Review application processing
43. Review system operation and changes
44. Collect additional data if necessary
45. Revise system
46. Implement changes


September 1, 1975
September 15, 1975
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End of the year's operation
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OPERATING PHASE CONTINUED

47. Operate system
48. Fourteenth update of application file
49. Review application processing
50. Review system operation and changes
51. Collect additional data if necessary
52. Revise system
53. Implement changes
54. Submit MBO report
55. Update objectives
56. Operate system
57. Fifteenth update of application file
58. Review application processing
59. Review system operation and changes
60. Collect additional data if necessary
61. Revise system
62. Implement changes
63. Prepare for advisory committee meeting
64. Inform advisory committee
65. Advisory committee attends dissemination conference
66. Advisory committee makes suggestions
67. Prepare for external evaluators
68. Inform third party evaluators
69. Third party evaluators review project and operation
70. Third party evaluators make suggestions
71. Compile and analyze evaluation data
72. Structure data for dissemination 73.
73. Update materials for report
74. Submit data at dissemination conference
75. Update public relations
76. Reassign public relations responsibilities
77. Conduct dissemination conference
78. Develop manual
79. Submit final report

APPENDIX IV

FORM LETTERS
FOR THE OPERATIONAL PHASE

STAFF EXCHANGE PROGRAM FORM LETTERS NEEDED TO OPERATE SYSTEM

1. To business and industry requesting availability of site and naming a date to evaluate site and sign work agreement.

2. To firm expressing approval of site.

3. To applicant expressing approval of site and preparation for workshop.

4. To regional director, R.P.C., I.C., Coordinator or Principal expressing approval of application.

5. To applicant expressing disapproval of application.

6. To regional director, R.P.C., I.C., Coordinator or Principal expressing disapproval of application.

7. To applicant to inform him of dates of workshop.

8. To notify university of applicant's choice and approval of work experience.

9. First letter to supervisor of business/industry or education to return evaluation of program participant.

10. Second letter to supervisor of business/industry or education to return evaluation of program participant.

11. First letter to applicant in education or business/industry to return his/her evaluation of site and work experience.

12. Second letter to applicant in education or business/industry to return his/her evaluation of site and work experience.

13. First letter to applicant of education or business/industry to return home work plan as outlined in the workshop.

14. Second letter to applicant of education or business/industry to return home work plan as outlined in the workshop.

15. To regional director of superintendent requesting availability of school site for B & I person and make arrangements to meet and sign work agreement.

16. To business and industry applicant expressing approval of school site.

17. To business and industry person with certificate of completion.

18. To firm with certificate of appreciation.

LETTER 1

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

November 5, 1974

Dear________________________________:

Mr/Ms____________________________, vocational educator at____________________ has made a request to work at your firm to learn new skills and techniques and receive experience that would be helpful to update their vocational school curricular.

The Bureau of Vocational Education had implemented a vocational educator, business/industry staff exchange program, which includes all vocational educators and business/industry in the forty-nine counties of Kentucky Appalachia. If you have not been introduced to this program, the enclosed general information will be helpful to familiarize you with it.

I would like to meet with you at your earliest convenience to explain the benefits and operation of the project.

Sincerely,

Patrick E. White, Coordinator
Staff/Industry Exchange

PEW:mcb

Enclosure

LETTER 2

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

November 6, 1974

Dear:

My visit with your firm was an enjoyable experience. The exchange of experiences that will be received by both parties at your firm will be immeasureable.

I have contacted ________________________ to express my approval of his/her choice for the work experience site.

I will look forward to working with you in the future.

Please contact me if you have additional questions or needs in the future.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange

PEW:mcb

LETTER 3

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

November 6, 1974

Dear:

I have visited ______________________ and have written them expressing my approval of their firm for your work experience.

The benefits to vocational education, that firm, and the community through your experiences there will be immeasureable.

Jack McElroy and I have prepared an outline that will help to gather and organize materials for further use. We will make contact with you soon to arrange a meeting.

Best of luck to you in this endeavor.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange

PEW:mcb

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

LETTER 4

November 6, 1974

Dear Mr.__Regional Director_______

I have visited the site where____________________requested his/her work experience and have written the firm expressing my approval.

Thanks for your help and consideration in this endeavor. I feel the benefits that will be received by all concerned will be immeasureable.

If I can be of assistance in the future, please feel free to call upon me.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange

PEW:mcb

cc: Industrial Coordinator
Regional Program Coordinator
Coordinator or Principal

LETTER 5

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

November 6, 1974

Dear______________________

After talking to you and visiting_____Firm__________, the site where you wish to obtain your work experience, I feel we should look for another site that would better meet your needs.

Hopefully, you can identify another site soon. I will stay in contact to help in any way I can.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange

PEW:mcb

LETTER 6

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

December 19, 1974

Dear Regional Director :

After visiting firm, the site applicant requested, and talking to both parties, I would recommend that we try to find another site that would meet the needs of this applicant.

I have informed the applicant of this decision and asked him/her to try to identify another site in the near future.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange

mcb

cc: Regional Program Coordinator
Industrial Coordinator
Coordinator or Principal

LETTER 7

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

November 25, 1974

Dear Mr./Ms. ________________________:

There will be a workshop for applicants of the Staff Exchange program at
__________________________ school ______date__________at______time______

If you cannot be present, please give us advance notice so we can make other arrangements.

Sincerely,

Patrick E. White or	Jack McElroy
Director	Assistant Director
Staff Exchange	Staff Exchange Project
Project	

mkf

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

LETTER 8

November 6, 1974

Dear________________________________

_____Name of Applicant_______________from__________School_____________
has made application to participate in the staff exchange program and will start to work at____________________starting__________________________, 1975 and ending____________________, 1975.

This information is provided in the event that this person wishes to work with you to receive college credit for this work experience.

If I can be of further assistance, please get in touch with me.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange

PEW:mcb

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

LETTER 9

(supervisor business/industry) or

Dear________________________(supervisor, education)

Please use the enclosed evaluation form to evaluate________________________ who you supervised in his/her work experience. It is important that we get an evaluation on every person to help improve vocational education and further develop work experience programs.

We appreciate your time and effort with this endeavor. Thanks for your support.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange

cb

Enclosure

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

LETTER 10

December 19, 1974

(Supervisor, Education)
Dear______________________(Supervisor, Business/Industry)

For reasons unknown to us we have not recorded the evaluation on __________, who worked under your supervision as a participant of the vocational education staff exchange program. It is important that we get an evaluation on every person to help improve vocational education and further develop work experience programs.

Please complete the enclosed evaluation and return to me in the envelope provided. Sorry to inconvenience you.

If we can be of assistance in the future, please get in touch with us.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange

mcb

Enclosure

LETTER 11

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

December 19, 1974

(Educator Applicant)
Dear______________________(Business/Industry Applicant)

Please use the enclosed evaluation form to evaluate the site and experiences you had while participating in the staff exchange program. It is important that we get an evaluation on every person to further develop work experience programs.

If we can be of assistance in the future, please get in touch.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange

mcb

Enclosure

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

LETTER 12

December 19, 1974

(Educator Applicant)
Dear ____________________(Business/Industry Applicant)

For reasons unknown to us we have not recorded your evaluation of the site and experiences you had while participating in the staff exchange program. It is important that we get an evaluation on every person to further develop work experience programs.

Please complete the enclosed evaluation and return to me in the enclosed envelope provided. Sorry to inconvenience you.

If we can be of assistance to you in the future, please get in touch.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange

mcb

Enclosure

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

November 6, 1974

Dear__________________________ (Business & Industry applicant)
(Educator applicant)

We need a copy of your plan to use information and skills obtained from your work experience in the staff exchange program.

Please use the outline provided for organizing these materials.

If we can be of assistance, please get in touch.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange

PEW:mcb

Enclosure

LETTER 14

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

November 6, 1974

Dear____________

For some reason unknown to us we do not have a plan and the materials of how you plan to use the information and the skills obtained through your work experience in the staff exchange program.

These materials are needed soon as possible to complete the evaluation and dissemination of materials for the project.

Your help with this will be appreciated. If you need assistance now or in the future, please get in touch.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange

PEW:mcb

LETTER 15

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

November 25, 1974

Dear Regional Director or Superintendent

Mr/Ms ________________________ from ________________________
has made a request to participate in the staff exchange program at the
________________________ school.

I would like to meet with you at your earliest convenience to discuss his/her work plan and agreement.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange Program

PEW:mcb

cc: Principal/Coordinator
Regional Program Coordinator
Regional Industrial Coordinator

LETTER 16

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

November 25, 1974

Dear ______________________________

I have visited __________________________________ school and have written them expressing my approval of their school for your exchange work experience.

Jack McElroy and I have prepared an outline that will help you to gather and organize materials for futher use. We will make contact with you soon to arrange a meeting.

Best of luck to you in this endeavor.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange Program

PEW:mcb

LETTER 17

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

November 25, 1974

Dear ________________________

The experience, skills, and time you have shared with vocational education is immeasureable.

Enclosed is a certificate of completion. Thanks for your help in this endeavor.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange Program

PEW:mcb

Enclosure

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

LETTER 18

November 25, 1974

Dear ______________________________

The experiences your firm have provided for the vocational educator are immeasureable. Thanks for your cooperation in this endeavor.

Enclosed is a certificate of our appreciation.

If I can be of assistance in the future, please feel free to get in touch.

Sincerely,

Patrick E. White, Project Director
Staff/Industry Exchange Program

PEW:mcb

Enclosure

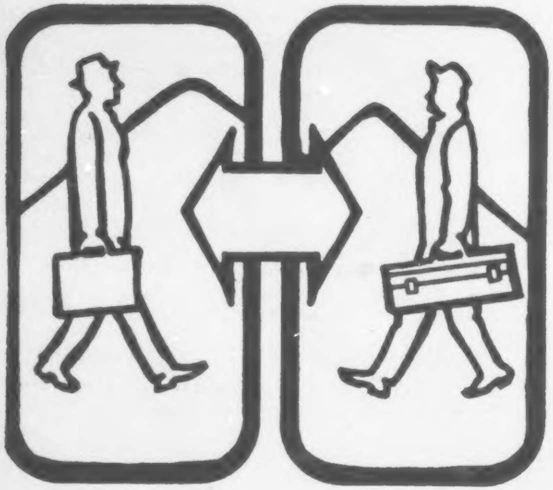
APPENDIX V

AGENDA FOR
THE DISSEMINATION AND EVALUATION CONFERENCE

CONFERENCE THEME:

"Business-Industry and Vocational Education Leaders Interchanging Ideas"

Coming Together is a Beginning;
Keeping Together is Progress;
Working Together is Success.



Conference participants will include:

- Business and Industry Leaders
- Kentucky Vocational Educators
- Out-of-state Vocational Educators
- Bureau of Vocational Education Personnel

Prepared by the Bureau of Vocational Education
Paid for with State Funds

PURPOSE OF VOCATIONAL STAFF EXCHANGE PROJECT

The vocational staff exchange project allows vocational teachers and administrators to exchange work stations with skilled technicians and supervisors in business and industry where vocational students are being employed.

Through these experiences business and industry can assist the educational agencies by identifying ways to provide relevant occupational education. They will also be able to identify and put into practice accepted strategies of teaching.

Teachers will develop new skills, techniques, and better understand the socio-economic environment of a given employment opportunity. This will provide a practical insight for the revision of their curricula for a more relevant instructional program.

Administrators will work with management supervisors and implement appropriate management practices in the school systems. They will also develop a process for a continuous liaison between the vocational school and business/industry.

This Conference is being held as a part of dissemination and evaluation activities of the Kentucky Appalachia Vocational Staff Exchange Project.

Funded by:
Appalachia Regional Commission

Patrick E. White, Project Director
2035 Capital Plaza Tower
Frankfort, KY 40601
Phone: (502) 564-3096

Kentucky Appalachia Vocational Staff Exchange

Dissemination and Evaluation Conference

August 12-13, 1976

HOLIDAY INN, NORTH
I-75 and Newtown Pike
Lexington, KY 40505

Dissemination and Evaluation Conference

August 12-13, 1976

HOLIDAY INN, NORTH
I-75 and Newtown Pike
Lexington, KY 40505

STAFF EXCHANGE ADVISORY COMMITTEE

Professor Stanley E. Fisher
Mr. J.H. Mosgrove
Mrs. Rose Mary Brooks
Mr. Ernie Bentley
Mr. Gary L. Bunch
Mr. Gilbert Campbell
Mr. O. T. Dorton
Mr. Wayne Edwards
Mr. Lee Keene
Mr. Joe Mauk
Mrs. Mildred Potter
Mr. Gilbert Wood
Mr. H.P. Vogel

THEME: "Business-Industry and Vocational Education Leaders Interchanging Ideas"

THURSDAY, AUGUST 12, 1976

9:00-10:00 Registration .. Foyer, Thoroughbred Room

10:00-11:00 General Session ..... Thoroughbred Room
Presiding:
Professor Stanley E. Fisher, Chairman
Staff Exchange Advisory Committee

10:00-10:15 "Purpose and Orientation of Conference"
Patrick E. White, Project Director

10:15-10:45 "Business and Industry Involvement in Vocational Education"
Billy Ray Howard, Assistant Superintendent for Vocational Education
Bobby Grogan, Deputy Director for Vocational Education

10:45-11:00 Coffee Break .... Thoroughbred Room

11:00-12:00 Comments of Participating Educators

12:00- 1:00 Luncheon .... Bourbon Room

1:00- 1:15 Luncheon Speaker .... Dr. Don Van Fleet

1:30- 2:45 "Business and Industry Comments and Recommendations"
Cecil McGee, Vice President
Whayne Supply Company
Louisville, Kentucky

John B. Clarke, Manager
Community Affairs and Facilities
Services Operation
General Electric Appliance Park
Louisville, Kentucky

2:45- 3:00 Coffee Break .... Thoroughbred Room

3:00- 4:00 "Educators Views of Project Impact"
Harlan Davidson
Bronelle Skaggs
Jack McElroy
Wendell Ford
Wayne Bowling
Arthur Jefferies

4:00- 4:10 Summary of First Day General Session
Robert E. Spillman

FRIDAY, AUGUS[illegible], 1976

9:00- 9:30 General Session ..... Thoroughbred Room
Workshop Orientation and Evaluation
Patrick E. White, Project Director

9:30-10:30 Group Workshops Room1-2-3-4
A—Revision of Curricula to Reflect Current Practices in Business-Industry
Jack McElroy and Charles Lash
B—Develop Plan for Continuous Liaison Between Business and Industry
Bob Spillman and Pepper Tyree
C—Relating the Socio-Economic Environment to an Employment Opportunity
Ernest Ezell and Nona Saling
D—Information and Dissemination Related to Project Management
Patrick E. White

10:30-10:45 Coffee Break . Foyer, Thoroughbred Room

10:45-11:45 Group Workshops (A-B-C-D) . Room 1-2-3-4

11:45-12:45 Buffet Luncheon .... Bourbon Room

12:45- 1:45 Group Workshops (A-B-C-D) . Room 1-2-3-4

1:45- 2:00 Coffee Break . Foyer, Thoroughbred Room

2:00- 3:30 General Session ..... Thoroughbred Room
Comments, Recommendations, Evaluation

3:30 Adjournment ....Robert E. Spillman

APPENDIX VI

COMPLETE PROJECT EVALUATION PLAN

EVALUATION PLAN

for the

Kentucky Appalachian Staff Exchange Project

Department of Education
Bureau of Vocational Education
Frankfort, Kentucky 40601

Staff Exchange Project

Evaluation Plan

It is generally recognized that the purpose of an evaluation is twofold. First, an evaluation should provide data and information to indicate the degree to which expected results were achieved and, second, to provide data and information for decision making before, during, and after operations occur.

This is the situation for the Staff Exchange Project. The evaluation of the project will provide data and information for both decision making and indicating the level which expected results were achieved.

Before an evaluation can determine the level of achievement, the expected results to be achieved must be stated. The project staff has developed a statement of purpose for the project indicating the global outcome expected. Further, from the statement of overall purpose the project staff has developed more specific objective statements describing observable and measurable expected outcomes. The evaluation of the project will be based on the success criteria incorporated in the objective statements. Data will be collected, analyzed, and reported indicating the level the project achieves each objective. Further, the objectives will be used to guide the collection, analysis, and reporting of data needed for decision making. The activities to be undertaken are described with each of the objectives on the following pages.

The project staff has modified the wording of the overall purpose and several objectives from the wording contained in the project application document. However, the modification in the wording has not changed the intent of the project. The modification of the wording more clearly describes what the project intends to achieve. The overall purpose as reworded follows: The purpose of the project is to plan, initiate, implement, operate, test, and improve an exchange program between teachers and administrators of vocational education and employees of business and industry to provide more relevant occupational education. Objective 1 has been revised into five operational objectives as follows:

OBJECTIVE A

At the conclusion of the six month planning period, the project staff will conceptualize and develop a model of the Staff Exchange Program in written and flow chart form and judged to be adequate by Department of Education officials.

OBJECTIVE B

At the conclusion of the six month planning period, the project staff will have conducted all activities specified in writing to initiate and implement the model of the Staff Exchange Program including the development of all documents necessary for operation.

OBJECTIVE C

At the conclusion of the first project year the project staff will have operated the Staff Exchange Program by completing all needed activities specified in the model documents for each participant. All participant files will be up-dated bi-weekly.

OBJECTIVE D

At the conclusion of the first project year the project will have tested and modified the Staff Exchange Program to operate more efficiently. Project operation data will be reviewed bi-weekly and appropriate modifications made and recorded.

OBJECTIVE E

At the conclusion of the first project year, the project staff will have performed all specified management, evaluation, public relation, and other work activities necessary to operate the project exclusive of the activities related to the Staff Exchange Program itself. Activities will include at least the following:

- Management
    - Plan the project.
    - Initiate and implement the project.
    - Control the project.
    - Transition the first year of the project into the second year.
- Evaluation
    - Plan the evaluation.
    - Collect data.
    - Analyze the data.
    - Report the data in quarterly progress and yearly reports.
    - Select the external evaluation.
- Public Relations
    - Develop information materials.
    - Speak to groups not directly related to program operations.
- Other work activities
    - Select the advisory committee.
    - Report to the advisory committee.
    - Receive advice from the advisory committee.
    - Hold a dissemination conference.

At present there are no changes to Objectives 2, 3, 4, and 5. The specifics of the evaluation plan follow on the next few pages with each objective.

OBJECTIVE I - Sub-Objective A

At the conclusion of the six month planning period the project staff will conceptualize and develop a model of the Staff Exchange Program in written and flow chart form and judged to be adequate by Department of Education officials.

Success Criteria

Existence of a written and flow chart of the model of the Staff Exchange Program at the conclusion of the first six months that is judged to be adequate by Department of Education officials.

Data Collection

General Method and Technique

The staff will develop written and flow chart documents describing a model of the Staff Exchange Program to be operated. The documents will be reviewed by selected, knowledgeable vocational-technical department officials and judged to be adequate and proper.

Instruments

None needed.

Schedule

When documents are available before the conclusion of the six month planning period.

Responsibility

Project staff for the model and Department of Education officials for the review and judgement.

Data Analysis

General Method and Technique

Categorization of any comments by Department of Education officials.

Schedule

Before the second quarterly progress report.

Responsibility

Data Reporting

General Method and Technique

The written and flow charts of the model to be included in the quarterly and final year end reports. Written comment in the quarterly progress and final year end reports.

Recipients

Funding agency, advisory committee, and Department of Education officials.

Schedule

Quarterly and the end of project year.

Responsibility

Project staff.

OBJECTIVE I - Sub-Objective B

At the conclusion of the six month planning period the project staff will have conducted all activities specified in writing to initiate and implement the model of the Staff Exchange Program including the development of all documents necessary for operation.

Success Criteria

All specified and written activities were conducted by the project staff by the conclusion of the six month planning period.

Conditions

The project staff will develop a written document describing the activities to be conducted. The project director will indicate that the activities were conducted properly.

Data Collection

General Method and Technique

From a written document developed by the project staff specifying activities to be conducted, the project director will indicate that activities were conducted properly.

Instrument

Check-off sheet listing all activities.

Schedule

At the conclusion of the first six months.

Responsibility

Project director.

Data Analysis

General Method and Technique

Categorization and tabulation of check-off sheet. Calculation of any percentages.

Schedule

Before the second quarterly progress report.

Responsibility

Project staff.

Data Reporting

General Method and Description

Written quarterly progress and final year end reports.

Recipient

Funding agency, advisory committee and Department of Education official.

Schedule

Near the conclusion of the second quarter and at the end of the project year.

Responsibility

Project staff.

OBJECTIVE I - Sub-Objective C

At the conclusion of the first project year the project staff will have operated the Staff Exchange Program by completing all needed activities specified in the model documents for each participant. All participant files will be up-dated bi-weekly.

Success Criteria

For all participants the completion of all needed activities specified in the model document for each participant by the end of the project year.

Conditions

Participant files will be up-dated bi-weekly. The project director will review the up-dating process and indicate the status of each file.

Data Collection

General Method and Technique

Utilizing the model document the files of all participants will be reviewed to determine that all needed activities specified were conducted. Each file will be up-dated bi-weekly throughout the project year. A status sheet will be attached to each file to indicate progress. All data will be compiled and summarized at the end of the year.

Instrument

Status sheet for file to be developed by the project staff.

Schedule

Bi-weekly.

Responsibility

Project staff.

Data Analysis

General Method and Technique

Categorization and tabulation of status sheets. Calculation of percentages at the end of the project year.

Schedule

Bi-weekly.

Responsibility

Project staff. Project director for review.

Data Reporting

General Method and Description

Bi-weekly short written summary for the project staff. Where appropriate written quarterly progress reports. Complete reporting of data in the final year end report.

Recipients

Bi-weekly summary - project staff. Quarterly progress and year end reports - funding agency, advisory committee, and Department of Education officials.

Schedule

Bi-weekly. Where appropriate quarterly. End of project year.

Responsibility

Project staff.

OBJECTIVE I - Sub-Objective D

At the conclusion of the first project year the project will have tested and modified the Staff Exchange Program to operate more efficiently. Project operation data will be reviewed bi-weekly and appropriate modification made and recorded.

Success Criteria

Appropriate modifications were made, recorded, and tested that require less work to achieve the same desired results.

Conditions

Project operation data will be reviewed bi-weekly and the appropriate modifications are made.

Data Collection

General Method and Technique

The project staff will develop a project file containing components related to the operation of the Staff Exchange Program, discrepancies between the actual and desired state of operation, alternatives that may improve the operation, merits and demerits of each alternative, the decision, and the plan of action for modification. Comments related to the resulting changes will also be included. The project will be updated bi-weekly throughout the project year. All data will be compiled and summarized at the end of the year.

Instrument

Operation modification status sheet to be developed by the project staff.

Schedule

Bi-weekly update.

Responsibility

Project staff.

Data Analysis

General Method and Technique

Categorization and tabulation of modification and resulting changes and the contents of the project file.

Schedule

Quarterly where appropriate and near the end of the project year.

Responsibility

Project staff.

Data Reporting

General Method and Description

Written quarterly progress and the final yearly report.

Recipients

Funding agency, advisory committee, and Department of Education officials.

Schedule

Quarterly and at the end of the project year.

Responsibility

Project staff.

OBJECTIVE I - Sub-Objective E

At the conclusion of the first project year the project staff will have performed all specified management, evaluation, public relations, and other work activities necessary to operate the project exclusive of the activities related to the Staff Exchange Program itself. Activities will include at least the following:

- Management
    - Plan the project.
    - Initiate and implement the project.
    - Control the project.
    - Transition the first year of the project into the second year.
- Evaluation
    - Plan the evaluation.
    - Collect data.
    - Analyze data.
    - Reporting the data in quarterly progress and yearly reports.
    - Select the external evaluators.

Public Relations

- Develop information materials
- Speak to groups not directly related to program operations.

Other work activities

- Select the advisory committee.
- Report to the advisory committee.
- Receive advice from the advisory committee.
- Hold a dissemination conference.

Success Criteria

That specified activities include those stated in the objective statement and that all specified activities were conducted.

Conditions

A document containing all project activities not related to Staff Exchange Program operations with success criteria for each activity specified.

Data Collection

General Method and Technique

The project staff will develop a project plan document describing all of the activities to be conducted throughout the project year that are not related to the Staff Exchange Program operation directly. Each activity will have its success criteria specified. The project director and in part the external evaluators will review, judge the completion of the activities, and record their comments on a project document listing the activities.

Instrument

Project document to be developed by the project staff.

Schedule

Update bi-weekly. Quarterly summary.

Responsibility

Project director.

Data Analysis

General Method and Technique

Tabulation of the status of completed and uncompleted activities.

Schedule

Quarterly and near the end of the year.

Responsbility

Project staff.

Data Reporting

General Method and Description

Written project plan for first quarterly progress report. Written comments in the quarterly progress and end of project year reports.

Recipients

Funding agency, advisory committee, and Department of Education officials.

Schedule

Quarterly and end of project year.

Responsibility

Project staff.

OBJECTIVE II

At the conclusion of the project, the participating vocational teachers will be able to:

a. revise their vocational education curricula so that it will reflect current practices in business and industry;

b. perform new skills and techniques at a level expected of the top fifty percent of the related business and industry employees;

c. describe in written form, a comprehensive systematic plan for initiating and maintaining a working relationship with representatives of business and industry including provisions for:

1. liaison management structure
2. placement for experience programs
3. placement for employment, and
4. advisory committees

d. describe in written form, the socio-economic environment surrounding a given employment opportunity and be able to develop an educational program designed to assist students to adapt to cultural settings similar to ones they are likely to encounter after placement on the job.

OBJECTIVE II - Sub-Objective A (Teachers revise curricula)

Success Criteria

For the first project year, a written document describing proposed curriculum changes that are to occur will be prepared by each participating teacher and will be judged satisfactory by the project staff for all teachers.

Conditions

A document will be developed by the project staff describing the requirements and standards for the contents of the report to be prepared by each participating teacher.

Data Collection

General Method and Techniques

All participating teachers will be directed to prepare a written document. The document prepared by each participant will describe proposed curriculum changes that are to occur. The documents will be reviewed and the contents will be compared against a document prepared by the project staff specifying standards and criteria before the teachers are directed to develop the document.

Instrument

Documents prepared by the vocational teachers and a document specifying criteria prepared by the project staff.

Schedule

Four weeks after the teacher returns to the school. Comparison by the project staff within three weeks after receipt of the report.

Responsibility

Participating teachers for the report. Project staff for the comparison.

Data Analysis

General Method and Technique

Categorization and tabulation of report contents and comparisons. Calculation of percentage where possible.

Schedule

Quarterly during the project year.

Responsibility

Project staff.

Data Reporting

General Method and Description

Written quarterly progress reports and the final yearly report.

Recipient

Funding agency, advisory committee, and Department of Education officials.

Schedule

Quarterly and end of project year.

Responsibility

Project staff.

OBJECTIVE II - Sub-Objective B (Teachers perform new skill satisfactorily)

Success Criteria

All participating teachers will perform at a level expected of the top fifty percent of the related business and industry employees.

Conditions

Judged by the business and industry supervisor of the participating teacher using a form developed by the project staff.

Data Collection

General Method and Technique

All participating business and industry supervisors will be asked to evaluate participating teachers. The business and industry supervisor will observe the participating teacher's performance of new skill and technique. The supervisor will identify the skills and technique and judge their performance compared to other related business and industry employees and report the results in a form prepared by the project staff.

Instrument

Data report form developed by the project staff.

Schedule

Near the end of tenure with business and industry for each participating teacher.

Responsibility

Business and industry supervisor (ultimately the project director)

Data Analysis

General Method and Technique

Categorization and tabulation of reports. Calculation of percentages.

Schedule

Bi-weekly for general categories, quarterly for more specific categories and total at the end of the project year.

Responsibility

Project staff.

Data Reporting

General Method and Description

Short written and oral bi-weekly reports, written quarterly progress reports, and a final yearly report.

Recipient

Bi-weekly - project staff. Quarterly and year end reports - funding agency, advisory committee and the Department of Education officials.

Schedule

Bi-weekly, quarterly, and end of project year.

Responsibility

Project staff.

OBJECTIVE II - Sub-Objective C (Teachers develop plan for working relationship)

Success Criteria

Each participating teacher will develop a written comprehensive systematic plan and the document will be judged satisfactory by the project staff.

Conditions

A document to be developed by the project staff will describe the requirements and standards for the contents of the comprehensive plan.

Data Collection

General Method and Technique

All participating teachers will be directed to prepare a comprehensive systematic plan for initiating and maintaining a working relationship with business and industry representatives. The plans will be reviewed and the contents of the plans will be compared against a document prepared by the project staff as specifying standards and criteria before the teachers are directed to develop the plans.

Instruments

Plan prepared by each participating teacher and a document specifying criteria prepared by the project staff.

Schedule

Two weeks after the teacher returns to the school. Comparison by the project staff within three weeks after receipt of the report.

Responsibility

Participating teacher for the plan. Project staff for the comparisons.

Data Analysis

General Method and Technique

Categorization and tabulation of plans, contents and comparisons. Calculation of percentages.

Schedule

Quarterly during the project year.

Responsibility

Project staff.

Data Reporting

General Method and Description

Written quarterly progress reports and the final yearly report.

Recipient

Funding agency, advisory committee and the Department of Education officials.

Schedule

Quarterly and end of project year.

Responsibility

Project staff.

OBJECTIVE II - Sub-Objective D (Teacher describe environment and develop program)

Success Criteria

Each participating teacher will develop a document describing the socio-economic environment for the business and industry site and an educational program designed to assist students in the socio-economic environment.

Condition

The project staff will develop a document describing the form and aspects to be included in the teacher prepared document.

Data Collection

General Method and Technique

All participating teachers will be directed to prepare a document. The document prepared by the teachers will describe the socio-economic environment for the business and industry site and an educational program designed to assist students in the socio-economic environment. The documents will be reviewed and the contents will be compared against a criteria document prepared by the project staff before the teachers are directed to prepare the documents.

Instrument

Documents prepared by each participating teacher and a document specifying criteria prepared by the project staff.

Schedule

Four weeks after the teacher returns to the school. Comparison by the project staff written three weeks after receipt of the report.

Responsibility

Participating teacher for the document. Project staff for the comparisons.

Data Analysis

General Method and Technique

Categorization and tabulation of documents, contents, and comparisons. Calculation of percentages.

Schedule

Quarterly during the project year.

Responsibility

Project staff.

Data Reporting

General Method and Description

Written quarterly progress reports and the final yearly report.

Recipients

Funding agency, advisory committee, and Department of Education officials.

Schedule

Quarterly and end of project year.

Responsibility

Project staff.

OBJECTIVE III

At the conclusion of the project, the vocational administrators will be able to:

a. implement appropriate management practices in the school systems;

b. identify skills which are out of date that are being taught in classrooms and shops;

c. plan, initiate, and implement a personnel development program for teachers which will enable the teachers to revise, reorient and otherwise change their programs to meet the needs of business and industry; and

d. describe in written form, a process for providing a continuous liaison between the vocational school and business and industry including provisions for:

1. advisory committees
2. cooperative work experience, and
3. student placement

OBJECTIVE III - Sub-Objective A (Administrators implement management practices)

Success Criteria

For the first project year, the vocational administrators will describe proposed management practice changes in a written document.

Condition

The project staff will develop a document describing the form and the aspects to be included in the administrator prepared document.

Data Analysis

General Method and Technique

All participating vocational administrators will be directed to prepare a written document. The document prepared by each administrator will describe proposed management practice changes that are to occur. The documents will be reviewed by the project staff. The form and contents will be compared against the criteria specified by the project staff in a document prepared by the project staff.

Instrument

Documents prepared by the vocational administrators and a document specifying criteria prepared by the project staff.

Schedule

Four weeks after the administrator returns to the school. Comparison by the project staff within three weeks after receipt of the document.

Responsibility

Participating administrator for the document. Project staff for the comparisons.

Data Analysis

General Method and Technique

Categorization and tabulation of documents, contents, and comparisons. Calculation of percentages.

Schedule

Quarterly during the project year.

Responsibility

Project staff.

Data Reporting

General Method and Description

Written quarterly progress reports and the final yearly report.

Recipient

Funding agency, advisory committee, and Department of Education officials.

Schedule

Quarterly and end of project year.

Responsibility

Project staff.

OBJECTIVE III - Sub-Objective B (Administrator identifies out of date skills)

Success Criteria

For the first project year, the vocational administrator will describe out of date skills that are being taught in classrooms and shops in a written document.

Conditions

The project staff will develop a document describing the form and the aspects of a plan to be included in the administrator prepared document.

Data Analysis

General Method and Technique

All participating vocational administrators will be directed to prepare a written document. The document prepared by each administrator will describe out of date skills that are being taught in classrooms and shops. The document will be reviewed by the project staff. The form and the contents will be compared against the criteria specified by the project staff in a document prepared by the project staff.

Instruments

Documents prepared by the vocational administrators and a document specifying criteria prepared by the project staff.

Schedule

Four weeks after the administrator returns to school, comparison by the project staff within three weeks after receipt of the document.

Responsibility

Participating administrator for the document. Project staff for the comparisons.

Data Analysis

General Method and Technique

Categorization and tabulation of documents, contents and comparisons. Calculation of percentages.

Schedule

Quarterly during the project year.

Responsibility

Project staff.

Data Reporting

General Method and Description

Written quarterly reports and the final yearly report.

Recipients

Funding agency, advisory committee and Department of Education officials.

Schedule

Quarterly and end of project year.

Responsibility

Project staff.

OBJECTIVE III - Sub-Objective C (Administrator develops personnel development program)

Success Criteria

For the first project year, the vocational administrators will develop a written document describing a plan to initiate, implement and conduct a personnel development program for teachers.

Condition

The project staff will develop a document describing the form and the aspects of a plan to be included in the administrator prepared document.

Data Analysis

General Method and Technique

All participating vocational administrators will be directed to prepare a written document. The document prepared by each administrator will describe a plan to initiate, implement and conduct a personnel development program for teachers. The documents will be reviewed by the project staff. The form and contents will be compared against the criteria specified by the project staff in a document prepared by the project staff before the administrators are directed to develop the plans.

Instrument

Documents prepared by the vocational administrators and a document specifying criteria prepared by the project staff.

Schedule

Four weeks after the administrator returns to the school. Comparison by the project staff within three weeks after receipt of the document.

Responsibility

Participating administrator for the document. Project staff for the comparisons.

Data Analysis

General Method and Techniques

Categorization and tabulation of documents, contents, and comparisons. Calculation of percentages.

Schedule

Quarterly during the project year.

Responsibility

Project staff.

Data Reporting

General Method and Description

Written quarterly progress reports and the final year end report.

Recipients

Funding agency, advisory committee, and Department of Education officials.

Schedule

Quarterly and end of project year.

Responsibility

Project staff.

OBJECTIVE III - Sub-Objective D (Vocational administrator develops liaison process)

Success Criteria

For the first project year, the vocational administrators will develop and describe a process for providing a continuous liaison between the vocational school and business and industry in a written document.

Condition

The project staff will develop a document utilizing the concepts identified in the objective statement that describes the form and the aspects to be included in the administrator prepared document.

Data Analysis

General Method and Technique

All participating vocational administrators will be directed to prepare a written document. The document prepared by each administrator will describe a process for providing a continuous liaison between the vocational school and business and industry. The document will be reviewed by the project staff. The form and the contents will be compared against the criteria specified by the project staff before the administrators are directed to develop their document.

Instrument

Documents prepared by the vocational administrators and a document specifying criteria prepared by the project staff.

Schedule

Four weeks after the administrator returns to the school. Comparison by the project staff within three weeks after receipt of the document.

Responsibility

Participating administrator for the document. Project staff for the comparisons.

Data Analysis

General Method and Technique

Categorization and tabulation of documents, contents, and comparisons. Calculation of percentages.

Schedule

Quarterly during the project year.

Responsibility

Project staff.

Data Reporting

General Method and Description

Written quarterly progress reports and the final year end report.

Recipients

Funding agency, advisory committee, and Department of Education officials.

Schedule

Quarterly and end of project year.

Responsibility

Project staff.

OBJECTIVE IV

At the conclusion of the project, the representatives of business and industry will be able to:

a. identify ways that business and industry can assist the educational agencies to provide relevant occupational education, and

b. identify and put into practice accepted strategies of teaching/learning.

OBJECTIVE IV - Sub-Objective A (B & I representatives identify way of assistance)

Success Criteria

For the first project year, the participating representatives of business and industry will develop a written document identifying ways that business and industry can assist the educational agencies to provide relevant occupational education.

Conditions

The project staff will develop a document describing the form and the aspects to be included in the representative's prepared document.

Data Analysis

General Method and Technique

All participating representatives of business and industry will be directed to prepare a written document. The document prepared by each representative will identify ways that business and industry can assist the educational agencies to provide relevant occupational education. The documents will be reviewed by the project staff. The form and contents will be compared against the criteria specified by the project staff in a document prepared by the project staff before the representatives are directed to develop the document.

Instrument

Documents prepared by participating representatives of business and industry and a document specifying criteria prepared by the project staff.

Schedule

Within four weeks after the representatives return to work. Review and comparison by the project staff within three weeks after receipt of the document.

Responsibility

Participating administrators for the document. Project staff for the review and comparison.

Data Analysis

General Method and Technique

Categorization and tabulation of documents, contents, and comparisons. Calculation of percentages.

Schedule

Quarterly during the project year.

Responsibility

Project staff.

Data Reporting

General Method and Description

Written quarterly project reports and the final year end report.

Recipients

Funding agency, advisory committee, and Department of Education officials.

Schedule

Quarterly and end of project year.

Responsibility

Project staff.

OBJECTIVE IV - Sub-Objective B (B & I representatives develop strategies)

Success Criteria

All participating representatives of business and industry will identify and develop a plan in written form of strategies of teaching and learning to be put into practice by the representative both at the school and at the home site. The practice of the strategies at the school will be observed and judged satisfactory by the representatives's school supervisor.

Conditions

The project staff will develop a document describing the form and the aspects to be included in the representative's prepared document.

Data Collection

General Method and Technique

All participating representatives of business and industry will be directed to prepare a written document. The document prepared by each representative will identify strategies of teaching and learning to be utilized by the representative and contain a plan for putting the strategies into practice at the school and at the home site. The document will be reviewed by the project staff. The form and contents will be compared against the criteria specified by the project staff in a document prepared by the project staff before the representatives are directed to develop the document. The representatives will be directed to practice the planned strategies at the school sites. The representative's school supervisor will observe and judge the performance of the practices compared to other beginning teachers and report the results in a form prepared by the project staff.

Instrument

Documents prepared by participating representatives of business and industry, a document specifying criteria prepared by the project staff and a data report form developed by the project staff.

Schedule

For the representatives document within the first week at the school site. Review and comparison by the project staff within three weeks after receipt of the document. For observation and judgement by school supervisor near the end of tenure with the school for each representative of business and industry.

Responsibility

The representative of business and industry for the document. Project staff for the review and comparison. School supervisor for the rating.

Data Analysis

General Method and Technique

Categorization and tabulation of documents, contents, comparisons, and ratings. Calculation of percentates.

Schedule

Bi-weekly for general categories for the school supervisor's report. Quarterly for specific categories and all other activities. A total at the end of the project year.

Responsbility

Project staff.

Data Reporting

General Method and Description

Short written and oral bi-weekly reports on school supervisor forms. Written quarterly progress and final year end reports.

Recipient

Bi-weekly - project staff. Quarterly and year end reports - funding agency, advisory committee, and Department of Education officials.

Schedule

Bi-weekly. Quarterly and end of project year.

Responsibility

Project staff.

OBJECTIVE V

At the conclusion of the project, the project staff will be able to determine the feasibility of a staff exchange program by utilizing the techniques of:

a. cost-benefit analysis,

b. cost-effective analysis, and

c. analysis of agency rules and regulations

OBJECTIVE V - Sub-Objective A & B (Project staff perform cost benefits and effective analysis)

Success Criteria

For the first project year, a file will be developed related to compiling cost-effectiveness and cost-benefits analysis data which includes the budget, ledgers of expenditures, comments from participants and others, and minutes of staff meeting devoted to cost-effectiveness and cost benefits.

Condition

Judged satisfactory by the project staff member responsible for performing the analysis the project director and the outside project evaluators.

Data Collection

General Method and Technique

A file will be established to store data necessary to perform a cost-effectiveness and cost-benefits analysis near the end of the three years of the project. The file budgets, ledgers of expenditures, comments from participants and others, minutes of staff meetings devoted to cost-effectiveness and cost-benefits and any other information needed. The file will be judged satisfactory by the project staff member responsible for the analysis, the project director and the outside evaluators and a note from each will be placed in the evaluation file. The existence of the file will be noted and the contents will be indicated in the final year end report.

Instrument

None needed.

Schedule

Near the end of the project year.

Responsibility

Project staff.

Data Analysis

General Method and Technique

Listing of contents of file and listing notes.

Schedule

Near the end of the project year.

Responsibility

Project staff.

Data Reporting

General Method and Description

Written year end report.

Recipients

Funding agency, advisory committee, and Department of Education officials.

Schedule

End of project year.

Responsibility

Project staff.

OBJECTIVE V - Sub-Objective C (Project staff performs change study)

Success Criteria

For the first project year, a file of data and information will be developed identifying policies , laws, rules and regulations concerned with a staff exchange program and the changes that need to occur to establish an ongoing program.

Conditions

Judged satisfactory by the project staff member responsible for performing the analysis, the project director, and the external evaluators.

Data Analysis

General Method and Technique

A file will be established to store data and information identifying policies, laws, rules, and regulations concerned with a staff exchange program and changes that need to occur to establish an ongoing program. The file will be judged satisfactory by the project staff member responsible for the analysis, the project director and the external evaluators and a note from each will be placed in the evaluation file. The existence of the file will be noted and the contents will be listed in the final year end report.

Instrument

None needed.

Schedule

Near the end of the project year.

Responsibility

Project staff.

Data Analysis

General Method and Technique

Listing of contents of file and listing notes.

Schedule

Near the end of the year.

Responsibility

Project staff.

Data Reporting

General Method and Description

Written year end report.

Recipients

Funding agency, advisory committee, and Department of Education officials.

Schedule

End of project year.

Responsibility

Project staff.